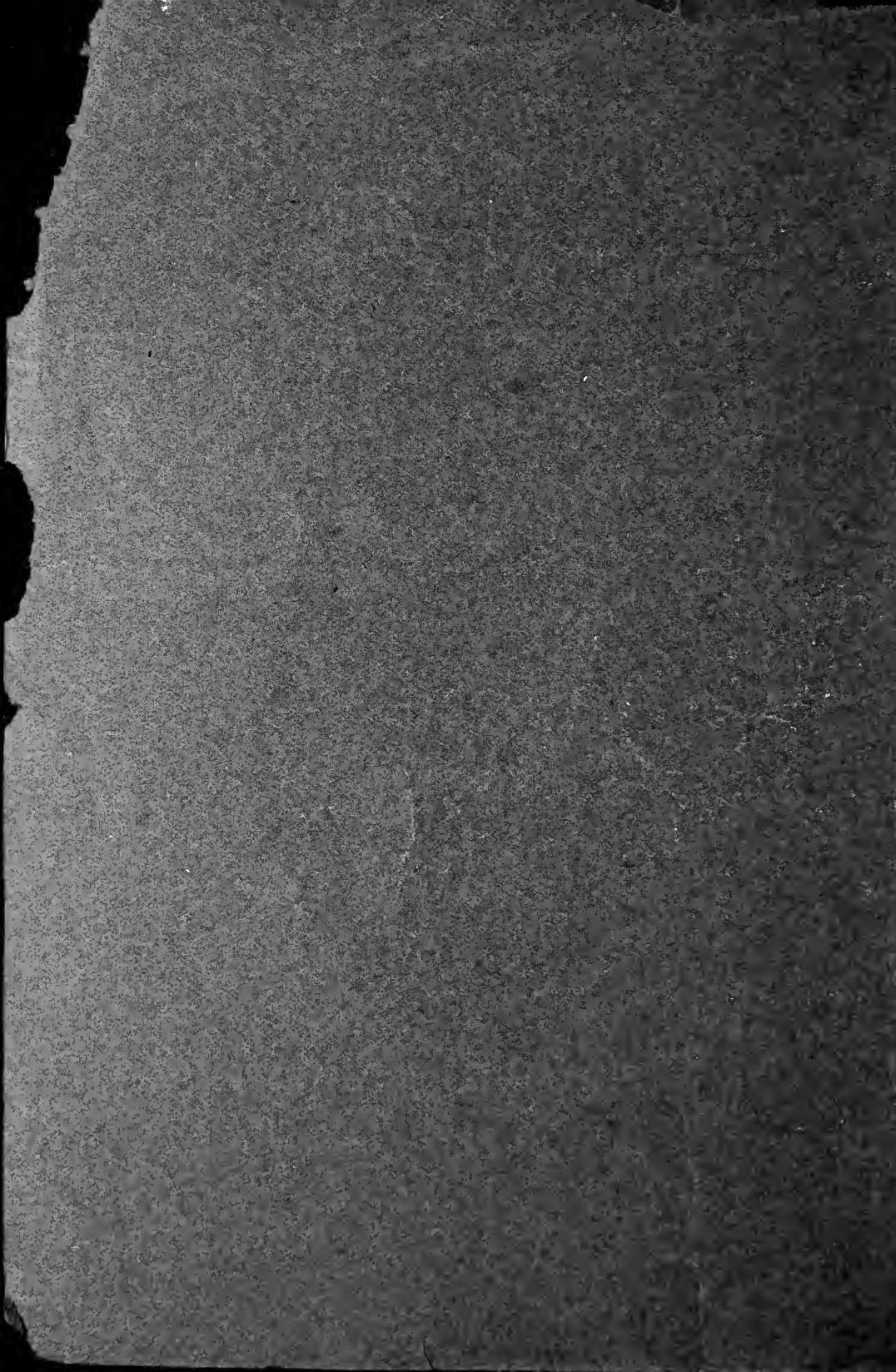


1907



STATE
FEMALE
NORMAL
SCHOOL

FARMVILLE, VIRGINIA.



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State Female Normal School
Farmville, Virginia

TWENTY-THIRD SESSION
1906-1907

ANNOUNCEMENTS
1907-1908

EVERETT WADDEY COMPANY
PRINTERS
RICHMOND, VA.

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CALENDAR.

1907

September 4 and 5—Entrance Examinations. (See note below.)

September 4—Opening of XXIV Session.

December—Christmas holiday—One Week.

1908

January 20.—Winter Term ends.

January 21.—Spring Term begins.

NOTE.—The Dormitory will not be open for boarders until Tuesday, September 3. All *new students* are required to come on that day, so as to be in place for the *Entrance Examinations* on the morning of the 4th. All *former students* should also come that day, so that the schedule committee may wait upon them *before* Friday. All *Seniors* who expect to teach in the training school *must* report to the Director of the Training School *not later* than the 4th.

Dormitory room will not be reserved for students later than Monday, September 9th, except in cases of special arrangement.

SCHEDULE OF ENTRANCE EXAMINATIONS.

Wednesday, September 4.—Room J.

9 o'clock.—Arithmetic.

11 o'clock.—Grammar.

2 o'clock.—Geography.

4 o'clock.—United States History.

Thursday, September 5.—Room J. The above schedule repeated.

Thursday, September 5.—Room I.

9 o'clock.—Spelling.

10 o'clock—Reading.

Friday, September 6.—Room J.

9 o'clock.—Algebra.

11 o'clock.—Latin.

2 o'clock.—General History.

4 o'clock.—English.

Friday, September 6.—Room I.

9 o'clock.—Spelling.

10 o'clock.—Reading.

NOTE.—Examinations will not be given after these dates except for the most urgent reasons.

STATE FEMALE NORMAL SCHOOL..

1907

BOARD OF TRUSTEES.

Term expires in 1908.

HON. ROBERT TURNBULL.....	Lawrenceville.
REV. JAMES NELSON, D. D.....	Richmond.
J. S. WARE.....	Berryville.
HON. C. HARDING WALKER.....	Heathsille.
DR. W. E. ANDERSON.....	Farmville.
E. W. TWYMAN.....	Twyman's Mills.

Term expires in 1910.

PROF. GEORGE W. WALKER.....	Blacksburg.
C. W. ROBINSON.....	Newport News.
HON. H. C. T. RICHMOND.....	Ewing.
REV. T. S. WILSON.....	News Ferry.
DR. BRUCE R. PAYNE.....	University of Va.
R. J. NOELL.....	Radford.
T. B. BOTTS.....	Roanoke.
HON. J. D. EGGLESTON, Supt. Public Instruction, . . .	<i>(ex-officio)</i>

OFFICERS OF BOARD.

HON. ROBERT TURNBULL, *President.*

JUDGE A. D. WATKINS, Farmville, *Secretary and Treasurer.*

STANDING COMMITTEES.

EXECUTIVE COMMITTEE.

MESSRS. TURNBULL, NELSON, EGGLESTON, C. H. WALKER, ANDERSON, AND WARE.

COMMITTEE ON INSTRUCTION.

MESSRS. NELSON, EGGLESTON, C. H. WALKER, WILSON AND PAYNE.

COMMITTEE ON GROUNDS AND BUILDINGS.

MESSRS. G. W. WALKER, RICHMOND, NOELL, TWYMAN AND PAYNE.

COMMITTEE ON FINANCE.

MESSRS. WARE, ROBINSON, ANDERSON, WILSON AND BOTTS.

FACULTY.

J. L. JARMAN, B. A.; LL. D., *President.*

B. A. Emory and Henry College; University of Virginia, 1886-89; LL. D. Hampden-Sidney College.

ELMER E. JONES, B. A., M. A., Ph. D.

Psychology and Education and Director of Training School.

B. A. Monmouth College, M. A., University of Colorado; Ph. D. Columbia University.

J. FRANKLIN MESSENGER, B. A., M. A., Ph. D.,

Associate in Psychology and Education.

B. A. University of Kansas, M. A., Harvard University; Ph. D. Columbia University

J. CHESTER MATTOON,

Manual Training.

Graduate Baltimore Polytechnic Institute and Maryland Institute Schools of Art and Design.

LEE BIDGOOD, B. A., M. A.,

History.

B. A. University of Virginia, 1905; M. A. University of Virginia, 1906.

F. A. MILLIDGE, B. A. Ph. D.,

Geography.

B. A. University of New Brunswick, Canada, 1878; Student at Normal School of New Brunswick, 1878-79; University of New Brunswick, 1896; Summer Course at Cook County Normal School, 1892-93; Chautauqua Science Course, 1893; University of Chicago, Summer of 1894 and 1895; Ph. D. Leipsic University, 1903.

MARTHA W. COULLING,

Drawing and Form.

L. I. Peabody Normal College, 1887; Student in Teachers College, New York, 1895-96, 1904-05.

MINNIE V. RICE,

Latin.

Graduate Farmville College, 1880.

ESTELLE SMITHEY,

French and German.

Graduate in Modern Languages at Randolph Macon College, 1895; Diploma of *L'Alliance Française*, Paris, 1899; Student at the *Sorbonne*, Paris, 1904-05.

LULA OCILLEE ANDREWS,

English Language.

L. I. Peabody Normal College, Nashville, 1892.

LILA LONDON,

Mathematics.

Graduate Public High School, Roanoke, Va.; Special Student in Mathematics at Summer Schools, Charlottesville, Va., and Knoxville, Tenn.

LULIE G. WINSTON, B. S.,

Chemistry and Physics.

B. S. Richmond College. Summer Courses in Chemistry and Physics, Harvard, 1903 and 1906.

LAURA KING HILLS,

Director of Physical Training.

Graduate of Hartford Public High School; Graduate of New Haven Normal School of Gymnastics and Proficient in Medical Gymnastics with Dr. E. Herman Arnold, 1901.

LAETITIA MORRIS SNOW, A. B., Ph. D.,

Biology.

A. B. Woman's College of Baltimore, 1895; Ph. D. University of Chicago, 1904.

MARIE LOUISE WHITING,

Literature and Reading.

Graduate Montgomery Female College; Summer Course at Knoxville, Tenn., and under Dr. Clark at Chatauqua in 1905.

ALBERTA E. WATERBURY,

Sight Singing.

Graduate State Normal School, Cortland, N. Y., 1900; Graduate of Normal Music Course, Syracuse University, 1906.

NATALIE LANCASTER,

Assistant in Mathematics.

Graduate State Female Normal School, 1900.

ELOISE AMBLER HARRISON,

Assistant in Mathematics.

L. I. Peabody College for Teachers, 1903.

MARY VENABLE COX,

Assistant in Manual Training.

Graduate State Female Normal School, 1900; Graduate Teachers' College, N. Y., 1904.

HELEN BLACKISTON,

Assistant in Mathematics.

Graduate State Female Normal School, 1902; Student at Cornell Summer School, 1905

*ELSIE LINDSAY GWYN,

Assistant in Literature and Reading.

Graduate State Normal College, Greensboro, N. C.

CARRIE SUTHERLIN,

Assistant in English.

Graduate State Female Normal School, 1904.

MARY CLAY HINER,

Assistant in English.

Graduate State Female Normal School, 1904.

MARY SHEPPARD LONG,

Assistant in History.

Graduate of Peace Institute, Raleigh, N. C.; Student in University of Minnesota and University of Chicago.

LAURA DELL WATKINS, B. S.,

Assistant in Biology.

B. S. University of Chicago, 1906.

HANNAH FENNELL CRAWLEY,

Assistant in History and Reading.

Graduate of Danville College, Danville, Va.; Student at University of N. C., at Cornell University, and under Dr. Clark at Chatauqua.

*On leave of absence, student at Cornell University.

MARTHA W. COULLING, *Secretary of the Faculty.*

JENNIE M. TABB, *Secretary to the President.*

ALICE B. DUGGER, *Librarian.*

MAUD K. TALIAFERRO, *Assistant Librarian.*

FANNIE L. MOORE, *Student Assistant in Library.*

TRAINING SCHOOL.

MARY ST. CLAIR WOODRUFF L. I., B. L.

Principal and Supervisor of Seventh and Eighth Grades.

L. I. Peabody Normal College, Nashville, 1894; B. L. University of Nashville, 1895.

MARGARET WINIFRED HALIBURTON,

Supervisor of First and Second Grades.

Graduate Greensboro Female College; Student in Teachers' College, N. Y.; Principal of State Normal College, Greensboro, N. C.; Instructor in Primary Methods in Summer School of the South, Knoxville, Tenn., 1902-04-05. Author of Graded Classics.

FANNIE WYCHE DUNN, L. I.,

Supervisor of Third and Fourth Grades.

Graduate of Public High School, Petersburg, Va.; Student for one year at John B. Stetson University, DeLand, Fla.; L. I. Peabody Normal College.

MARY D. PIERCE, L. I., B. A.,

Supervisor of Fifth and Sixth Grades.

L. I. Peabody Normal College, Nashville, Tenn.; B. A. University of Nashville; Student at University of Chicago.

KINDERGARTEN.

MARY V. BLANDY,

Graduate of Lucy Wheelock Kindergarten Training School, Boston, Mass.

STANDING COMMITTEES.

Committee on Schedule of Recitations.—Miss Andrews, Miss Coulling, and Mr. Mattoon.

Committee on Course of Study.—Dr. Messenger, Miss Andrews, Miss Snow, Miss Whiting, Miss London, Mr. Bidgood, and Dr. Millidge.

Committee on Classification.—Miss Rice, Miss Smithey, and Miss London.

Committee on Entertainments.—Miss Coulling, Miss Waterbury, Miss Hills, and Miss Harrison.

Committee on Literary Societies.—Miss Whiting, Dr. Messenger, and Mr. Bidgood.

Magazine Committee.—Miss Whiting, Miss Gwyn, and Dr. Messenger.

Chapel Committee.—Mr. Mattoon, Miss Coulling, Miss Andrews, and Miss Hills.

Catalogue Committee.—Miss London, Miss Dunn, and Mr. Bidgood.

Committee on Training School Course of Study—Mr. Jones, Miss Woodruff, Miss Dunn, Mr. Bidgood, and Miss London.

The President is *ex-officio* member of all committees and chairman of Committee on Course of Study.

DOMESTIC DEPARTMENT.

MRS. ANNIE T. BROOKS,
Head of the Home.

MISS MARY WHITE COX,
Assistant Head of the Home.

MRS. PATTIE F. THACKSTON }
MISS SUSIE E. ALLEN, } *Assistants in Home Department.*

MRS. BESSIE CAMPBELL JAMISON,
Housekeeper.

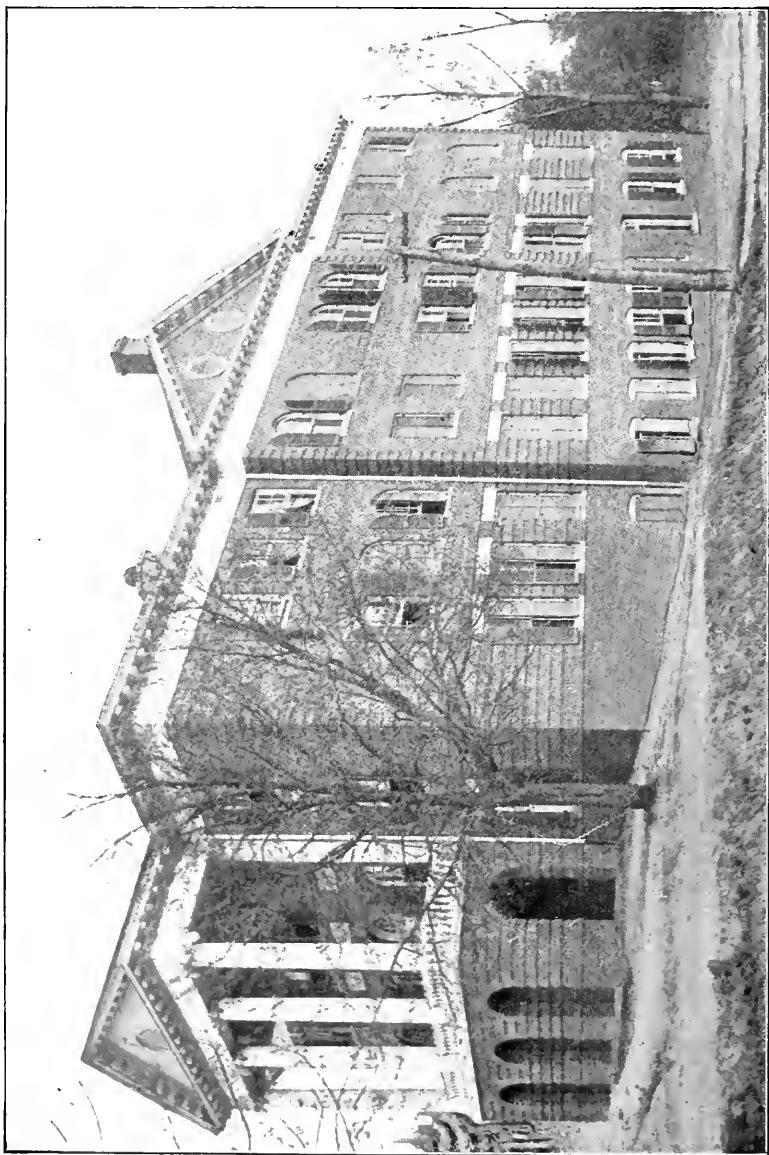
MISS LOGAN CARY,
Night Matron.

MISS ANNIE J. THRAVES,
Trained Nurse.

MRS. SALLIE E. NEWBY,
Supervisor of Laundry.

MR. B. M. COX,
Business Manager.

DR. PETER WINSTON,
Attending Physician.



WEST WING

GENERAL INFORMATION

HISTORY OF THE SCHOOL.

It was not until about thirty years ago that the public mind in Virginia came to connect the stableness of free institutions with the intelligence of the people, and to see that general education is the basis of general thrift. The first Legislature to assemble after the adoption of the *post-bellum* Constitution established (July 11, 1870) a system of public free schools. For a dozen years or more the conduct of these schools was entrusted to such teaching force as was found ready at hand. In this experimental period nothing was more fully demonstrated than that, if the returns were to be in any wise commensurate with the cost and the high mission of the system, some provision must be made for a reliable source of supply for teachers fitted by education and training for their work. To meet this demand the Legislature, in March, 1884, passed an act establishing the *State Female Normal School*. In October of the same year the work of the school was begun, buildings long in use for school purposes having been procured in the town of Farmville.

One hundred and ten students were enrolled the first session. From the outset the school has steadily grown, making necessary from time to time, the enlargement of its accommodations.

The school is supported by funds from the following sources: (1) *The State Appropriation*, (2) *the Peabody Fund* and (3) *Tuition Fees*, paid by Virginia students in excess of the number who receive free tuition, and by students from other States.

During the twenty-three years of its existence the school has sent out over six hundred graduates, nearly all of whom are, or have been, teachers of the public schools in the State. There have been over two thousand matriculates. Of these, a large number (besides those who have graduated) have carried to the different sections of the State some knowledge of the methods and aims of the school. There is hardly a county or city in the State where one of its graduates may not be found, and no

section where its influence has not been felt. From all quarters come the most gratifying assurances of the excellence of their work, and of the high esteem in which it is held.

PURPOSE

The State Female Normal School exists as a technical institution for the training of teachers to carry on the work of popular education in the State of Virginia. The central idea in the school is to inspire young women to enter the profession of teaching with clear and accurate ideas of the various educational problems that confront the public school teacher.

It is no longer deemed adequate that a teacher be proficient in subject matter only; professional training must be added. Hence, even in the academic work of the school the professional idea is emphasized. Incidental instruction in methods is every where given in connection with the presentation of subject matter. Courses in psychology are given to throw light on the laws of mental development, that these may not be violated in the training of youth. Courses in the history of education give the teacher the evolution of the educational ideals of the present day, and bring her face to face with the educators and teachers of all ages, together with their methods and systems. Courses in school management are designed to help the teacher in the organization and conducting of a school upon sound pedagogical principles. Actual teaching in our Training School under the guidance and criticism of special supervisors gives to the State a body of teachers specially trained for their profession. Every department in the institution lends its assistance to the department of education in inspiring the young teachers with the loftiest ideals of what the true teacher should be, and what sort of service should be given the State.

Thus, it becomes apparent that the purpose of the institution is to give to the teachers of the State of Virginia the highest professional skill possible in the training of her future citizens.

LOCATION.

Farmville is a healthful and pleasant town of about three thousand inhabitants. It is one of the chief tobacco marts of

Virginia, having a large export trade. Hampden-Sidney College is near by, and the social life of the town has the advantages that have come of over a hundred years of wholesome college influence. It has good schools and five churches—Baptist, Episcopal, Methodist, Presbyterian, and German Lutheran. Its location at the junction of the Tidewater and Western Railroad with the Norfolk and Western, about midway between Lynchburg and Petersburg, puts it in communication with all parts of the State.

BUILDINGS

The old buildings in which the school started have all been replaced by substantial structures of brick. Besides class rooms, laboratories, and offices there are home accommodations for four hundred and twenty girls.

Generous provision is made for comfort and convenience throughout the institution by an ample equipment of bath rooms, electric lights, gas for laundry and laboratories, and steam for both power and heating. The dormitories are all attractively furnished and provided with white iron beds.

There is also a gymnasium with modern appliances for physical development.

In 1903 the West Wing was completed. On the first floor are six class rooms, occupied by the Manual Training Department, the Kindergarten, and the fifth and sixth grades of the Training School.

On the second floor are the offices of the Director and the Principal of the Training School, and six class rooms for the grades. These class rooms have been made attractive by good pictures in artistic frames.

On the third floor are the library, reading room, three class rooms, and the Geographical Laboratory.

On the fourth floor, in addition to dormitories, is a well furnished infirmary, thoroughly sanitary in its appointments and presided over by a trained nurse.

In 1906 the East Wing was added. With the exception of a sitting room and a parlor, the entire ground floor is occupied by the Auditorium, which is filled with comfortable opera chairs,

seating seven hundred and thirty, while the commodious stage provides sittings for a hundred more. The second and third floors are devoted entirely to dormitories.

A third building was completed this year; this contains the administrative offices and seven class rooms, one of them being a well equipped studio for the drawing classes. The rest of the building is given up to dormitories.

In the center of the plant is a spacious reception hall with an arcade open to the roof, and there crowned by a dome, decorated on the interior with beautiful paintings.

A WORD TO DIVISION SUPERINTENDENTS.

The Normal School is supported by the State in order that, through the agency of trained teachers, the large annual appropriation for public schools may be made productive of the best results in promoting the intelligence and prosperity of the people.

All parts of the State must contribute alike to the support of the school, they should all share alike in its benefits. The extent to which this is realized depends largely upon Division Superintendents of Education. The co-operation of every Superintendent is earnestly desired in securing for every county its just representation. In no way can you render better service to the young women of your Division, or more reasonably hope to equip your schools with the kind of teachers essential to their highest efficiency, than by urging them to attend this school, taking care at the same time, to recommend only such applicants as come up fully to the requirements.

Do not hesitate to call upon the President of the school for any service he can render. If you want a good teacher, write to him. He may be able to supply your wants exactly. (See page 18.)

DISCIPLINE

In the conduct of a school for young women about to assume the responsibilities of a serious and dignified profession like teaching, there is little occasion for arbitrary, iron-clad discipline. Beyond the expectation that the life of our students shall conform to the requirements of promptness and fidelity to duty, and exhibit that gentle demeanor and considerate regard for

others which characterize refined womanhood, we have few fixed rules. This does not mean, however, that the girls are absolutely without restrictions, with the opportunity to turn freedom into license. It is the sole duty of the able head of the home and her faithful assistants to keep in close contact with the daily life and conduct of pupils, to know where they are and what they are doing, and to provide suitable chaperonage whenever necessary. When there appears occasion for admonition and reproof, they are faithfully given. If the pupil is found to be falling off in her studies, neglecting duty, or exerting an unwholesome influence prompt steps are taken for her amendment. A young woman who does not show some disposition to conform to high standards can hardly be considered good material for a teacher; so, if one is found unresponsive to patient endeavors to bring her to the line of duty, her connection with the school is quietly severed, by virtue of the following order of the trustees: "If, in the judgment of the President, it shall at any time appear that a student is not making proper use of the advantages which the State offers in the State Female Normal School, or that her influence is in any way prejudicial to the interests of the institution, or of her fellow-students, it shall be his duty to declare her place vacant."

We seek by all means to lead our students to choose the right; we recoil from any attempt to force their choice. The results of the system are wholly satisfactory.

RELIGIOUS LIFE OF THE SCHOOL

While a State institution, and hence not under denominational influence, the importance of a life higher than the intellectual is fully realized, and the religious interests of the students are a matter of constant and prayerful concern. School is opened every morning with the reading of the Scriptures, a hymn, and prayer. The ministers of the several denominations of the town take part in conducting these services.

The members of the faculty, at the beginning of each term, obtain lists of students of their respective denominations, and see that each one is invited to the church and Sunday-school which she is in the habit of attending at home. There are several teachers belonging to each of the religious denominations rep-

resented in Farmville, and our students are cordially welcomed at whatever church they may attend. Attendance on church services is not compulsory, but its regular observance is urged upon the students as a sacred duty.

The school endeavors to maintain high moral and Christian standards, and to create an atmosphere of earnestness; for it is esteemed to be not the least important mission of the institution to send out young women equipped with a steady purpose to perform well and faithfully the duties that lie before them—a holy purpose to make most of themselves that they may do most for others.

YOUNG WOMAN'S CHRISTIAN ASSOCIATION

The object of the association is the development of Christian character in its members, and the prosecution of active Christian work, particularly among the young women of the institution.

OFFICERS FOR 1907-1908

Mollie Mauzy.....	President
Mary Stephens.....	Vice President
Grace Beale.....	Secretary
Virginia Nelson.....	Corresponding Secretary
Sue Ruffin.....	Treasurer

The Membership Committee presents the object of the association and urges all young women of the institution to unite with it.

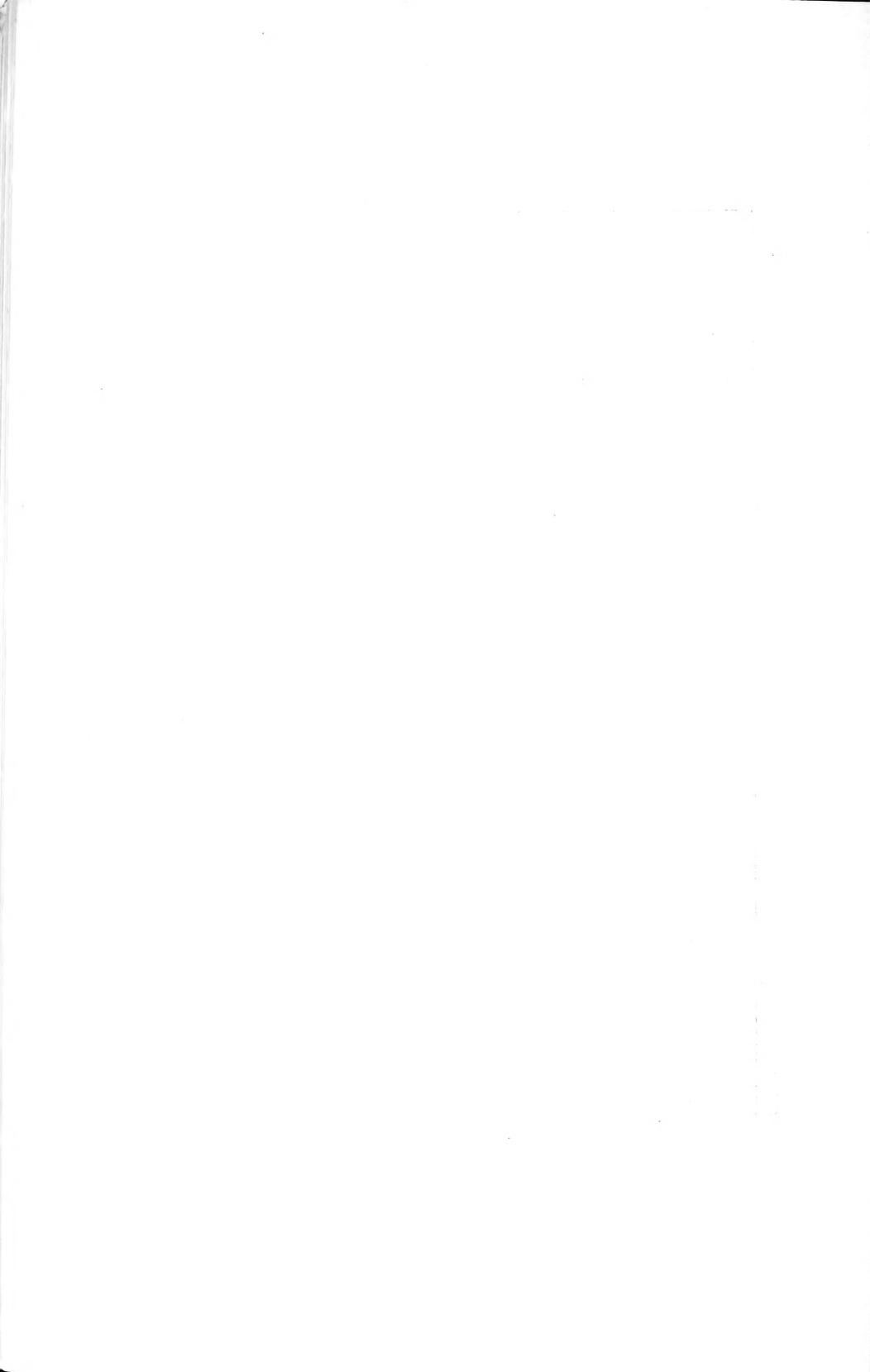
The Devotional Committee provides programs for the regular devotional meetings held in the auditorium every Saturday afternoon at five o'clock. All students and faculty members are cordially invited to attend these meetings.

The Committee on Bible Study arranges for the Bible classes, and seeks to enlist every student in some form of Bible study. The classes are led by active association members.

A course in Mission Study is open to all students, and appeals for its membership come from the Missionary Committee. Missionary meetings are held in the auditorium once a month.

AUDITORIUM





Very short prayer meetings are held by the students every Wednesday night, at half past nine o'clock.

A morning prayer circle is held daily, at 7.15 o'clock.

The members of the Y. W. C. A.—the "White Ribbon Girls"—show every courtesy to the new student as she adjusts herself to the new and bewildering routine of school life.

A Y. W. C. A. room has been furnished this year. Students will find books and magazines here, and are welcomed at any time.

Every effort is being put forth to raise the necessary money for a building. Any contribution to this fund from old students, or friends of the institution, will be gladly received.

LITERARY SOCIETIES

Two societies have been organized to arouse and encourage literary and social instincts. These are known as the Argus Literary Society and the Cunningham Literary Society. They meet every two weeks, and offer excellent opportunities for exercising the power of argument in debate, for studying parliamentary usage, for pursuing some light but pleasant and helpful line of work not provided for in any class room, and for cultivating the simple social graces which give charm to young womanhood. These societies exhibit a friendly rivalry in offering the best programs, and in electing to membership the ablest girls. Members are chosen from any class above the First Year.

A magazine, *The Guidon*, is published every other month, by the students. Its editors are chosen from the literary societies, but its pages are open to any student who has something to say, and all phases of school life are represented in its various departments. The Magazine is established to encourage definite thinking and its vigorous expression in idiomatic English, and to furnish the student a new field for activity. It is also hoped that it will serve as a link between the graduates and their Alma Mater.

VIRGINIA NORMAL LEAGUE

Miss M. W. Coulling.....	President
Miss L. M. Snow.....	Vice President
Miss Wirt Davidson.....	Secretary
Miss Edith Rogers.....	Treasurer

EDUCATION BUREAU COMMITTEE

Dr. J. L. Jarman.....Chairman

AID FUND COMMITTEE

Miss Rice.....Chairman

FINANCE COMMITTEE

Miss Lula Andrews.....Chairman

This association was formed to promote the efficiency of the public schools in Virginia. It seeks to do this through the agency of the *Education Bureau* and the *Aid Fund*.

The EDUCATION BUREAU seeks to serve as a free medium of communication between teachers trained and approved by the School, and persons who wish to employ teachers of this sort. It engages to recommend only such as are believed to be thoroughly qualified for the work contemplated, and in all respects trustworthy. County superintendents, school trustees, and others desiring good teachers, will do well to apply to the Bureau. Full information will be furnished gratis.

The Aid Fund is maintained by voluntary contributions from outside sources, and by the annual fees of members of the association. Its aim is to help by loans, without interest, worthy young women who wish to prepare for effective service as teachers. It offers a good opportunity to all who are willing to extend a helping hand to coming generations, as well as this. There is no better place to invest money, with this view, than in the brain of an earnest, honest young woman. The committee will gratefully receive, and faithfully use any contribution, large or small, that may be sent.

The Education Bureau will be glad to hear from former students of the school. Tell us where you are, and what you are doing. Please bring the Bureau, as far as you can, to the knowledge of the public, especially those interested in employing teachers, and inform us of vacancies whenever you can. We beg you also to take the lead in organizing auxiliary societies in your counties. Circulars of information as to these will be sent on application. Address, VIRGINIA NORMAL LEAGUE, Farmville, Virginia.

LIBRARY AND READING ROOM.

LIBRARY

The students are supplied with collateral reading and reference work from a library of about five thousand volumes completely classified, and seven hundred pamphlets, to which additions are constantly being made. During the past year five hundred and eighty two volumes have been added. These are standard works and the very latest publications on the various subjects taught in the school. The library contains general reference books, such as encyclopaedias, dictionaries, atlases, etc.; books relating to all the departments in the academic course, Literature, English, Pedagogy, Psychology, History, Geography, Geology, Botany, Chemistry, Physics, Zoology, Mathematics, French, German, Latin, Music, and Drawing; also government documents, in which the students find valuable information; and about four hundred volumes of fiction.

Library hours on school days are from 9 A. M. to 9 P. M., with the exception of meal hours and the recreation period; on Saturdays from 9 A. M. to 1 P. M.; during which time the students have free access to the shelves and do much supplementary reading. For reference work that requires time and thought, books may be taken from the library. Books of fiction may be taken from the library for the space of ten days and may then be renewed. It is the object of the library to furnish the students with the standard works in all academic departments and to give them material for research, making it a literary workshop.

READING ROOM

In connection with the library is a reading room, where the daily papers are on file, together with the following educational, scientific, literary, and popular magazines and pamphlets of the day.

Educational Literature: American Education, American Journal of Psychology, Art et Decoration, Birds and Nature, The Chautauquan, Country Life in America, The Craftsman, Education, Educational Review, Electric Journal, Elementary School Teacher, Illustrated London News, International Studio, Journal of Geography, Journal of Pedagogy, Kindergarten Magazine.

Kindergarten Review, The Musician, Manual Training Magazine, Mind and Body, National Geographic Magazine, Nature Study Review, New York Teacher's Monographs, Normal Instructor, Pedagogical Seminary, Primary Education, Primary Plans, Progressive School Teacher, Psychological Review, School Arts Book, School Review, School Science and Mathematics, Sewanee Review, Southern Educational Review, Teacher's Magazine, Teacher's College Record.

General Literature: Atlantic Monthly, Bookman, Century, Current Literature, Delineator, Everybody's Magazine, Forum, Harper's Bazaar, Harper's Monthly, Harper's Weekly, Independent, Ladies' Home Journal, Life, Literary Digest, McClure's, Nation, North American Review, Outlook, Popular Science Monthly, Puck, Putnam's, Review of Reviews, St. Nicholas, Saturday Evening Post, Scribner's Magazine, Southern Magazine, Success, Times Magazine, Woman's Home Companion, World's Work, Youth's Companion.

STATE SCHOLARSHIPS

Any young lady desiring an appointment as State student should apply to the President for application blank. This blank, when filled out and signed by the Division Superintendent, should be returned to the President. If the application is favorably considered, the applicant will be notified of her appointment. Every State student is required to sign a pledge that she will teach in the public schools of Virginia for at least two years after leaving the Normal School. While thus teaching she receives pay for her services as any other teacher.

Upon the expiration of this period she is required to send to the President a statement, signed by a Division Superintendent, to the effect that she has fulfilled this pledge; or make to him a satisfactory explanation of her failure to do so. Otherwise, she will receive a bill for her tuition.

All students applying for State scholarships must be at least fifteen years of age, of good moral character and sound health.

Young women from Virginia, not appointed as State students, and applicants from other States, are admitted as pay students; the charge for tuition being \$30.00 per session.

EXPENSES

A registration fee, payable in advance, for entire session \$5.00, for spring term \$3.00. Public school teachers entering in April are charged no registration fee.

Board, including lights, fuel, towels, bedding, washing, physician's attendance, *everything*—per month, payable in advance, \$14.00.

Tuition for pay students, for the half-session, payable in advance, \$15.00.

The total expense per session for a State student, as shown above, is \$131.00; for a pay student, \$161.00.

N. B.—Checks for board or tuition should *not* be made payable to the President, but to the student herself.

All moneys due the school should be paid to Mr. B. M. Cox, Business Manager, and receipts taken therefor.

No account is taken of absence under a half-month.

Registration fees should be paid to Mr. Cox as soon as possible after arrival at school, as no student is enrolled in her classes until she can show a receipt for this fee.

No diploma or certificate is granted to anyone until all sums due the school are paid; nor are students at liberty to occupy the rooms previously assigned to them until they have made the advance payment.

Each student must supply her own text-books. Books will be furnished at publisher's prices, with cost of handling added.

All communications of inquiry, requests for catalogues, etc., should be made to the President.

In writing, always give your county as well as post office. The school has to do with counties and cities, not post offices. If you wish your letter to receive prompt attention, give your county, even though you live in a town.

Each student is allowed a reasonable number of articles in the laundry each week, but elaborately trimmed garments are not received.

The dormitory accommodates 420 students. For applicants in excess of this number board is obtained in private families,

at prices about equal to those given above. No student, however, is allowed to board outside of the building without the consent of the President.

REDUCED RATES OF TRAVEL

Tickets on the Norfolk and Western Railroad are issued at reduced rates on presentation of a certificate, signed by the President of the School. These certificates may be had upon application. Tell the name of the station on the Norfolk and Western at which you expect to take the train, and do not fail to enclose an envelope, self-addressed and stamped, for mailing you the certificate. The certificate will not be sent to *anyone* who fails to observe these directions.

These certificates will not be issued except at the beginning and end of the fall and spring terms.

With your reduced rate certificate will be sent a trunk-tag. Do not give your check to anyone at the station on arrival at Farmville, but keep it until you get to the school and give it to Mr. Cox.

ENTRANCE REQUIREMENTS AND CLASSIFICATION.

The course of study (see page 27) is arranged by terms, the A classes being offered in the fall and the B classes in the spring term. With some exceptions in the mathematics department, the work of the fall term is not repeated in the spring term. Hence it is much better for students to enter in September than in February.

In classifying pupils, the aim is to make their classification as nearly regular as possible, yet the graded system is not strictly adhered to.

The following are the general regulations governing entrance and classification:

1. Graduates of approved high schools are admitted to Professional Course II, (see page 29), those from four year high schools to receive the full diploma upon the completion of this course, and those from three year high schools the professional diploma. Graduates of three year high schools

wishing the full diploma are required to take one year of academic work before entering upon Professional Course II. The work of this year is to be selected by the committee on classification to fit the case in question. Graduates from approved four year high schools may be admitted to the Kindergarten Course. Those from three year high schools wishing to take this course are required to take one year of academic work before entering upon the Kindergarten Course. The work of this year is to be selected by the committee on classification, with special reference to the Kindergarten Course.

Let it be distinctly understood, however, that all applicants for the Kindergarten Course, *must* meet the musical requirements. (See Kindergarten Diploma page 25). Graduates from either the three or four year high schools may if they wish take the professional year of the Elementary Course and receive the certificate.

2. Students coming from approved high schools before graduating are fitted into the Academic Course or into the Elementary Course as they may prefer.

3. Students coming from colleges, academies, or private schools having done the equivalent of high school work, are admitted upon trial, subject to the same conditions as high school graduates. Those not having done the equivalent of high school work are fitted into the Academic Course, or into the Elementary Course, as they may prefer.

4. Pupils having completed the eighth grade of a good grammar school are admitted to the first year of the Academic Course, (See page 27.)

5. All students not classified as mentioned above, are required to take entrance examinations for the first year of the Academic Course. These examinations will presuppose a good grammar school knowledge of the following subjects: Grammar, Geography, Arithmetic, United States History, Reading, and Spelling. Those failing to pass these examinations will be required to take the Review Course in Public School Branches.

6. All candidates for entrance above the first year of the Academic Course are urged to bring with them their diplomas

or certificates of proficiency, together with a catalogue or course of study of the school from which they come, as well as testimonials from their teachers. If these prove satisfactory to the committee on classification, their holders will be admitted to the proper classes without examination, otherwise they must be examined upon all subjects below the class for which they are applying. All classification based upon certificates and diplomas from other schools is conditional. If at any time the student shows inability to do the work of any class to which she has been thus admitted, she will be assigned to a lower class at the discretion of the teacher of that department, and the committee on classification will be notified to this effect.

7. Teachers of public schools are admitted without examination on a basis of their licenses, and without tuition fees.

8. In the professional years, because of the strictly technical nature of the work, no credit is given for courses completed at other institutions.

9. Under no circumstances will examinations be sent out to applicants to be taken at home. All examinations must be taken after reaching school, and new students are required to report for this purpose on September 4th. Do not report later than this, except for the most urgent reasons.

10. Students who re-enter school after an absence of a year or more will be admitted without examination, but they will be expected to conform to the requirements of the later catalogue—not of that under which they first entered.

Students other than those within *one year* of the Professional Courses will be required to follow the Course of Study as outlined in the present catalogue.

DIPLOMAS

Three diplomas and a certificate are offered: The Full Diploma, The Professional Diploma, The Kindergarten Diploma, and the Certificate.

1. *The Full Diploma:* This diploma is given upon the completion of either of the Professional Courses (see pages 28 and 29) provided the student has had as foundation for her professional



PARLOR

work any one of the following: the four years of the Academic Course (See page 27); a diploma from an approved *four* year high school, or its equivalent; or a diploma from an approved *three* year high school, with one additional year of academic work done in this school.

The Full Diploma entitles the holder to a Collegiate Certificate, given by The State Board of Examiners and Inspectors. This certificate continues in force for ten years and may be renewed for ten years.

2. *The Professional Diploma:* This diploma is given upon the completion of either of the Professional Courses (See pages 28 and 29) based upon either of the following: the first three years of the Academic Course (See page 27); or a diploma from an approved *three* year high school or its equivalent.

The Professional Diploma entitles the holder to a Professional Certificate, given by The State Board of Examiners and Inspectors. This certificate continues in force for seven years and may be renewed for seven years.

3. *The Kindergarten Diploma:* This diploma is given upon completion of the Kindergarten Course (See page 29). This course requires as foundation: the four years of the Academic Course (See page 27); a diploma from an approved *four* year high school or its equivalent; or a diploma from an approved *three* year high school, with one additional year of academic work done in this school.

Students applying for the Kindergarten Course must have sufficient knowledge of instrumental music to enable them to play simple marches with ease; they must also be capable of leading the children in the singing of simple songs.

4. *The Certificate:* This certificate is given upon the completion of the Elementary Course (See page 30).

Let it be understood that no student is counted worthy of a diploma, whatever may be the grade of her academic attainments, who has not been found uniformly dutiful and trustworthy.

RECORD OF STUDENTS

A record of each student's work is kept in the President's office.

Bi-weekly reports from the various members of the Faculty are handed in and every student who has not made a passing grade for that time is notified of the fact.

At the close of the fall and spring terms reports for the half-session are sent to parents and guardians.

The work of students is graded as follows: excellent, very good, good, fair, and poor. Fair is the passing grade, except that good is required in English, History, Geography, Arithmetic, and Reading of the professional classes and also in teaching.

COURSE OF STUDY

*REVIEW YEAR IN PUBLIC SCHOOL BRANCHES

SECTION A—Grammar, 4; Spelling, 2; Reading, 3; Arithmetic, 4; United States History, 3; Geography, 4; Writing, 1; Hygiene, 2; Physical Training, 2.

SECTION B—Grammar, 4; Spelling, 2; Reading, 3; Arithmetic, 4; United States History, 3; Civics, 2; Geography, 4; Writing, 1; Physical Training, 2.

ACADEMIC COURSE

FIRST YEAR

SECTION A—Composition, 3; Reading, 2; Algebra, 5; Ancient History, 3; Latin (Grammar), 3; Manual Training, 2; Drawing, 2; Music, 2; Domestic Science, 2; Physical Training, 2.

SECTION B—Composition, 3; Reading, 2; Algebra, 3; Constructive Geometry, 2; Ancient History, 3; Latin (Grammar), 3; Manual Training, 2; Drawing, 2; Music, 2; Domestic Science, 2; Physical Training, 2.

SECOND YEAR

SECTION A—Rhetoric, 3; Mythology, 2; Algebra, 3; Geometry, 3; Modern History, 3; Music, 2; Physical Training, 2; and one of the following groups:

**GROUP I—Manual Training and Drawing, 4; Zoology, 5.

GROUP II—Latin, (*Viri Romae*), 3; and French or German, 3.

SECTION B—Rhetoric, 3; American Literature, 3; Arithmetic, 3; Geometry, 3; Modern History, 3; Music, 2; Physical Training, 2; and one of the following groups:

**GROUP I—Manual Training and Drawing, 4; Botany, 5.

GROUP II—Latin (*Caesar*), 3; and French or German, 3.

*This course is offered for the benefit of those who are not sufficiently well grounded in public school branches to enter the First Year.

**Students taking Group I, are in line for Professional Course I; those taking Group II, are in line for Professional Course II. Students who elect the Manual Training and Drawing of the Second Year must continue these subjects in the Third Year.

THIRD YEAR.

SECTION A—English Literature, 3; Commercial Geography, 3; Physics, 5; Chemistry, 6; Physical Training, 2; and any two of the following: Manual Training and Drawing, 4; Solid Geometry, 4; English History, 3; Latin (*Caesar*), 3; French, 3; German, 3.

SECTION B—English Literature, 3; Industrial History, 3; Physiology, 4; Chemistry, 6; Physical Training, 2; and any two of the following; Manual Training and Drawing, 4; Plane Trigonometry, 4; English History, 3; Latin (*Cicero*), 3; French, 3; German, 3.

FOURTH YEAR.

SECTION A—Advanced Rhetoric, 3; Word Study, 2; Physical Training, 2; and fifteen periods of the following: English Literature, 3; Spherical Trigonometry, 4; Economics, 3; Greek History, 3; Geology, 3; Physics, 6; Chemistry, 6; Advanced Biology, 6; Latin (*Cicero*), 3; French, 3; German, 3; Drawing, 2; Music, 2; Domestic Science, 3.

SECTION B—Advanced Rhetoric, 2; Composition, 3; Physical Training, 2; and fifteen periods of the following: English Literature, 3; Advanced Algebra, 4; Sociology, 3; Roman History, 3; Astronomy, 3; Physics, 6; Chemistry, 6; Advanced Biology, 6; Latin (*Vergil and Horace*), 3; French, 3; German, 3; Drawing, 2; Music, 2; Domestic Science, 3.

PROFESSIONAL COURSE I.

JUNIOR YEAR.

SECTION A—Grammar, 3; Reading and Methods, 3; Arithmetic and Methods, 2; History, 3; Writing and Methods, 1; Manual Training, 2; Drawing, 2; Music, 2; Psychology, 3; Primary Methods, 3; Physical Training, 2.

SECTION B—Methods in Language, 2; Juvenile Literature, 2; Arithmetic, 3; History and Methods, 3; Geography and Methods, 5; Nature Study, 3; Manual Training, 2; Observation, 3; Physical Training, 2.

SENIOR YEAR.

SECTION A—Civics, 3; History of Education, 5; Methods and Management, 3; Educational Gymnastics, 2; Physical Training, 2; Teaching, 6.

SECTION B—Ethics, 2; Philosophy of Education, 3; Advanced Psychology, 3; Child Study, 2; Seminar, 1; Physical Training, 2; Teaching, 8.

PROFESSIONAL COURSE II.

JUNIOR YEAR.

SECTION A—Grammar, 3; Reading and Methods, 3; Arithmetic and Methods, 2; History, 3; Zoology, 5; Writing and Methods, 1; Music, 2; Psychology, 3; Primary Methods, 3; Physical Training, 2.

SECTION B—Methods in Language, 2; Juvenile Literature, 2; Arithmetic, 3; History and Methods, 3; Geography and Methods, 5; Botany, 5; Music, 2; Observation, 3; Physical Training, 2.

SENIOR YEAR.

SECTION A—Civics, 3; Manual Training, 2; Drawing, 2; History of Education, 3; Methods and Management, 3; Educational Gymnastics, 2; Physical Training, 2; Teaching, 6.

SECTION B—Nature Study, 3; Manual Training, 2; Drawing, 2; Philosophy of Education, 3; Child Study, 2; Physical Training, 2; Seminar, 1; Teaching, 8.

KINDERGARTEN COURSE.

JUNIOR YEAR.

SECTION A—Froebel's Gifts and Occupations (Theory and Practice), 4; Stories, Games, and Songs, 2; *Music, 2; Primary Methods, 3; Psychology (Elementary), 3; **Manual Training, 2; Physical Training, 2; Observation, daily, in the Kindergarten.

*Those students who have had the Music of the Academic Course will be excused from the Music of the Kindergarten Course, but will be required to substitute the equivalent.

**Those students who have elected the Drawing and Manual Training of the Academic Course will be excused from these subjects in the Kindergarten Course but will be required to substitute the equivalent.

SECTION B—Froebel's Gifts and Occupations (Theory and Practice), 4; Stories, Games, and Songs, 2; Mother Play, 1; *Music, 2; Child Study, 2; **Manual Training, 2; Observation, daily, in both the first Primary grade and the kindergarten.

SENIOR YEAR.

SECTION A—Theory of Froebel's Occupations, 2; Mother Play, 2; Kindergarten Principles, Methods, and Program, 1; **Drawing, 2; History of Education, 3; Physical Training, 2; Practice teaching in the first primary grade, with observation in the kindergarten; or practice teaching in the kindergarten, observation in the first primary grade.

SECTION B—Mother Play, 2; Kindergarten Principles, Methods and Program, 1; **Drawing, 2; Education of Man, 1; Psychology (Advanced), 3; Physical Training, 2; Practice teaching and observation same as in Section A.

†ELEMENTARY COURSE.

FIRST YEAR.

SECTION A—Composition, 3; Reading, 2; Algebra, 5; General History, 5; Manual Training, 2; Drawing, 2; Music, 2; Domestic Science, 2; Physical Training, 2.

SECTION B—Composition, 3; Reading, 2; Algebra, 3; Constructive Geometry, 2; General History, 5; Manual Training, 2; Drawing, 2; Music, 2; Domestic Science, 2; Physical Training, 2.

SECOND YEAR.

SECTION A—Rhetoric, 3; Mythology, 2; Arithmetic, 3; Physics, 5; Zoology, 5; Manual Training, 2; Drawing, 2; Music, 2; Physical Training, 2.

*Those students who have had the Music of the Academic Course will be excused from the Music of the Kindergarten Course, but will be required to substitute the equivalent.

**Those students who have elected the Drawing and Manual Training of the Academic Course will be excused from these subjects in the Kindergarten Course but will be required to substitute the equivalent.

†This course is arranged to meet the need of a large number of students who cannot remain in school long enough to graduate but wish some professional work as preparation for teaching in the rural schools. The first two years of this course are the same as the first two years of the Academic Course, with some changes and modifications. To this is added one year of professional work.

SECTION B—Rhetoric, 3; American Literature, 3; Chemistry, 6; Botany, 5; Manual Training, 2; Drawing, 2; Music, 2; Physical Training, 2.

ELEMENTARY PROFESSIONAL.

SECTION A—Grammar, 3; Reading, 3; Arithmetic, 2; History, 3; Physiology, 4; Methods and Management, 3; Primary Methods, 3; Physical Training, 2.

SECTION B—Methods in Language, 2; Juvenile Literature, 2; Civics, 3; Geography, 5; Nature Study, 3; Psychology, 3; Observation, 3; Physical Training, 2.

INSTRUMENTAL MUSIC.

For this study no provision is made in the curriculum of the school, nor are students allowed to pursue it and at the same time undertake the full work of their classes. Instruction, however, can be had from competent teachers in town who charge from \$15.00 to \$22.00 per term of four and a half months.

DEPARTMENTS OF INSTRUCTION.

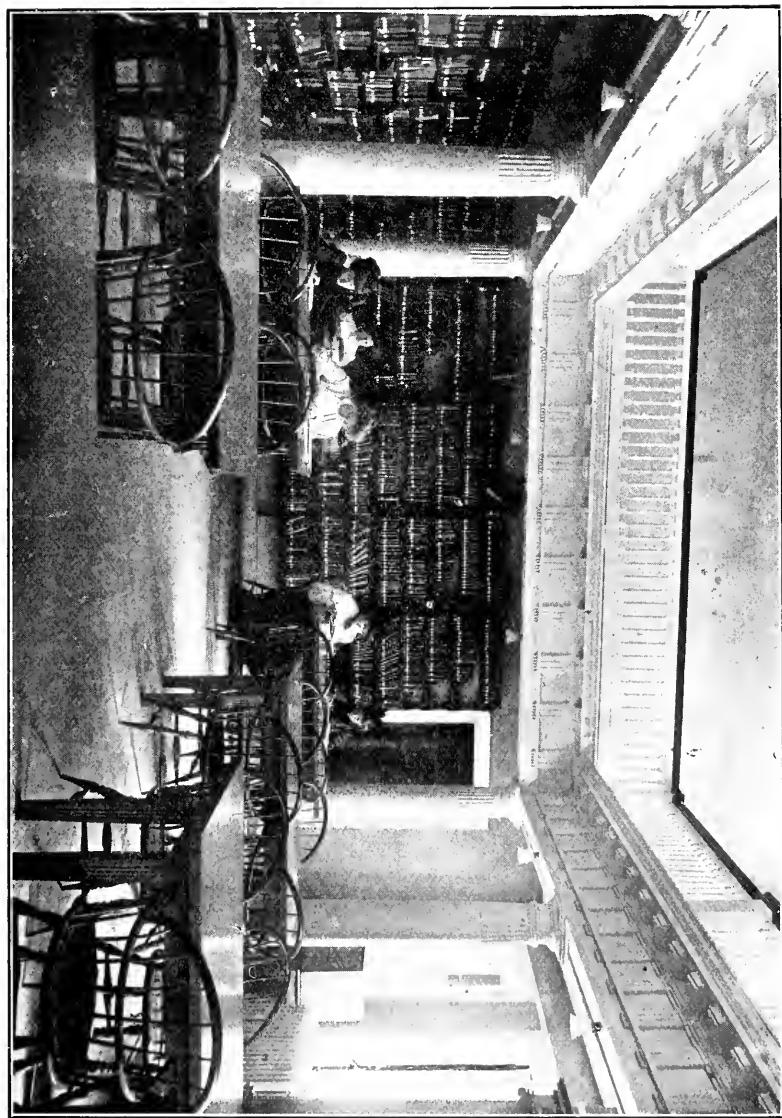
DEPARTMENT OF ENGLISH LANGUAGE.

Spelling, Grammar, Composition, Rhetoric, Word Study, Methods in Elementary Language.

MISS ANDREWS, MISS HINER, MISS SUTHERLIN.

The academic work of this department seeks the following results:

1. Good spelling, with the mastery of such principles as may prove helpful in fixing correct forms.
2. An increased vocabulary, through increased knowledge and thought, and through word study for the sake of accuracy, interest, variety, force, and beauty.
3. An educated, refined pronunciation of the familiar, but troublesome, words of our daily speech, giving little heed to "fads" and to mere niceties of pronunciation.
4. A systematic study of English Grammar, which is much too important to be learned incidentally above the lower grammar grades.
5. Elementary correctness in oral usage, through an earnest study of common errors, their causes, and their remedies—the practical application of the principles of grammar to everyday English.
6. The ability to express thought, both in speech and in writing, without undue embarrassment, but with freedom, ease, and originality.
7. Mastery of the essential principles of punctuation.
8. A clear understanding of the basal facts of composition and rhetoric, with much practice in the ready writing of pure grammatical English, aiming, in the lower grades to establish the sentence-sense,—the appreciation of the sentence as a thought-unit,—so that pupils may express themselves in complete, connected thoughts.





9. Thoughtful, observant, appreciative reading, and the encouragement of good taste in literature through an enjoyable acquaintance with a few simple English and American classics used as supplementary reading in each class.

The professional work of the Junior Year is pre-eminently a teacher's course.

It is designed, in the first place, to give mastery of the simple essentials of good English, so that students may, both in conversation and in writing, express their thoughts with freedom and clearness always, and, to the greatest extent possible, with life, grace, and power.

In the second place, it aims at a breadth of view, a catholicity of spirit, not possible in any lower class. This is imparted by a study of many text-books—the best available—rather than one. Such study is further supplemented and enriched by the required reading of pedagogical works and articles from the magazines bearing directly upon the English situation. In addition, students are encouraged to cultivate the love of general literature for its own sake, as well as for the added impetus thus given to the cause of good English.

Again, the attempt is made to give pupil-teachers a right attitude toward English training, and to show to each her individual duty to the mother-tongue. The course seeks to dignify and magnify the office of English in the common schools, and to show that teachers can bring life and interest to school children in the study of the vernacular, which should be to them the most enjoyable subject of all, as it is the most important.

With the foregoing as a foundation, the last end in view is an intelligent, discriminating, unprejudiced study of methods or modes of procedure in the class room. No dogmatic presentation of arbitrary, cut-and-dried methods is attempted; rather, the effort is made to arouse and stimulate the pupil's spontaneity and ingenuity in making her own methods.

The teachers in all departments co-operate with the teachers of English in encouraging good habits in speech and writing. In every class a student notably deficient in English suffers a corresponding loss of rank and standing in that class because of such weakness.

The entire course in this department, by subjects and classes, is as follows:

REVIEW YEAR.

SECTION A—*Language Lessons and Grammar*. Four periods a week. *Spelling*, two periods a week.

TEXT BOOKS: Gordy and Mead's Grammar Lessons and Merrill's Speller.

SECTION B—The work of Section A continued and enlarged, six periods.

FIRST YEAR.

SECTION A—*Elementary Composition*. Three periods a week. Special attention is given to oral composition.

TEXT BOOK: Scott & Denney's Elementary Composition.

SUPPLEMENTARY READING: Wiggin's "Timothy's Quest," and Scott's "Lady of the Lake."

SECTION B—*Elementary Composition*. Three periods a week.

TEXT BOOK: Scott & Denney's Elementary Composition.

SUPPLEMENTARY READING: Dicken's "Cricket on the Hearth," and Goldsmith's "Deserted Village."

SECOND YEAR.

SECTION A—*Elementary Rhetoric*. Three periods a week.

TEXT BOOK: Merkley's Modern Rhetoric, Book I.

SUPPLEMENTARY READING: Franklin's "Autobiography," and selected Poems.

SECTION B—*Elementary Rhetoric*. Three periods a week.

TEXT BOOK: Merkley's Modern Rhetoric, Book II.

SUPPLEMENTARY READING: Scott's "The Talisman," and Lowell's "Vision of Sir Launfal."

FOURTH YEAR.

SECTION A—*Advanced Rhetoric*. Three periods a week; *Word Study*, two periods a week.

TEXT BOOKS: To be selected.

SUPPLEMENTARY READING: George Eliot's "Silas Marner," Holmes's "Autocrat of the Breakfast Table," and Whittier's "Snow-Bound."

SECTION B—*Advanced Rhetoric*. Two periods a week; *Advanced Composition*, three periods a week.

TEXT BOOKS: To be selected.

SUPPLEMENTARY READING: Charlotte Bronte's "Shirley," and Tennyson's "Idylls of the King."

JUNIOR YEAR,

(Professional Course I.)

SECTION A—Three periods a week. *Grammar*, strengthened by much old-fashioned drill on difficult verb-forms. The *Law of Usage* emphasized; the language is looked at as a living growth determined by the needs, habits, and social obligations of living people. An *Educated Pronunciation* is sought by means of drills on lists of troublesome words compiled by the class itself. *Exercises in Invention*, oral and written. Some work in *Methods*.

REFERENCE BOOKS: Buehler's Modern English Grammar, Mother Tongue, Book II., Baskerville and Sewell's English Grammar, and others.

SECTION B—Two periods a week. *Methods* and *Lesson Plans* in *Elementary Language*. The *Story* and the *Poem* as factors in language work. *Picture Stories*: a collection of pictures suitable for such work made by each member of the class. *Conversation Lessons*. Plans for *Usage Drills*. Written work, and *Criticism of Written English*. *Professional Literature* bearing on English, read and reported. *A Course of Study in English*, for intermediate and grammar grades, formulated and discussed.

REFERENCE BOOKS: McMurry's "Special Methods in Language," Carpenter, Baker and Scott's "The Teaching of English," Chubb's "The Teaching of English," Arnold's "Waymarks for Teachers," and others.

JUNIOR YEAR,

(Professional Course II.)

The same as the Junior Year, Professional Course I.

For the Elementary Course the first two years in English are the same as the first two years of the Academic Course, and the professional year is the same as the Junior Year of Professional Course I.

DEPARTMENT OF LITERATURE AND READING.

MISS WHITING, MISS CRAWLEY.

Literature: The work in Literature is designed with a three-fold object:

1. It aims to arouse a love for the best literature and to inspire the student with a desire to read it.
2. An effort is made to acquaint the pupil with representative masterpieces by critical study in class, by class discussion of required reading, and by written reports on parallel reading.
3. An attempt is made to give a general view of English literature as a groundwork for future study, showing its historical development and its intimate relation to life; and by copious reference to the best biography and criticism to give the pupil a sense of the personality of great writers and a living interest in their work.

A Professional Course in Juvenile Literature is also offered. It is designed to aid the teacher in the public schools; it aims to give a working knowledge of good literature for children, its selection, and correlation with other studies; and to discuss the best methods of making it a vital part of public school work.

Reading: "*It is a great thing to be able to read a page of English.*"

In the Reading Course an effort is made to establish high ideals of expression and interpretation. The course aims not only to train the pupil in the mechanics of reading—articulation, pronunciation, fluency, readiness—but to stimulate imagination, quicken responsiveness, and increase the power of getting thought from the printed page. The pupil learns to go to the text for guidance as to the expression of any given passage, rather than to depend upon arbitrary rules. It is designed to make every reading lesson primarily a lesson in thought-getting; and the practice in apprehending and expressing shades of thought should be of value to the pupil in all school work.

A Professional Course in Reading and Methods is offered. This course attempts to acquaint the student with the criteria of vocal expression, and discusses the best methods of instruction.

REVIEW YEAR.

This year's work should enable the pupil to read prose and poetry of ordinary difficulty, with simplicity and animation, in a clear, natural voice, with distinct utterance.

SECTION A—*Reading*, three periods a week. Simple narrative prose; drills in enunciation and articulation, in tone production, in pronunciation.

TEXT BOOKS: "A Dog of Flanders," "The Nürnberg Stove," "A Christmas Carol," "Tanglewood Tales," Part II.

SECTION B—*Reading*. Three periods a week Narrative prose, narrative and lyric poetry, with the reading of selections chosen by the pupils. Drills as in preceding term.

TEXT BOOKS: "Sharp Eyes," "Tales of a Wayside Inn," Part II., selected lyrics and ballads from Longfellow.

FIRST YEAR.

SECTION A—*Reading*. Two periods a week. The work in this term is designed to cover a wider range of emotion and expression. In addition to the reading, the course will include simple recitations selected and prepared by the students.

TEXT BOOKS: "Sohrab and Rustum," "Enoch Arden," "The Ancient Mariner," with selected prose and verse.

SECTION B—*Reading*. Two periods a week. Study of expression in the discussion and reading of prepared work, with such practice in sight-reading as shall enable the pupil to read aloud at sight with intelligence and vivacity.

To encourage the habit of reading, a course in Library Reading is designed in connection with the class work in this year. The course advised will be adjusted to individual needs and correlated with the student's work and interests.

TEXT BOOK: To be selected.

SECOND YEAR.

SECTION A—*Mythology*. Two periods a week. Mythology is taught for its own sake, and as a basis for Literature. An effort is made to show the beauty and meaning of the Greek Myths and Legends, to acquaint the student with their most poetic expression in English, and to stimulate sympathy and appreciation.

SECTION B—*American Literature*. Three periods a week. The development of American Literature with especial attention to the New England Movement, and to Southern Literature.

CLASS STUDY: Poe's, "The Fall of the House of Usher," Lanier's "The Marshes of Glynn," selected poems from Emerson, Longfellow, Whitman, and Poe.

PARALLEL READING WITH CLASS DISCUSSION: Weber's "Southern Poets," selections from Bryant, Irving, Hawthorne, Lowell.

SUPPLEMENTARY READING: Selected stories from Poe, and "The House of the Seven Gables" or "Bonaventura," one of which the student selects for a written theme.

TEXT BOOKS: Pancoast's Introduction to American Literature. Weber's "Southern Poets."

THIRD YEAR.

Study of the Development of English Literature. The text books are supplemented by library reading from the best biography and criticism. The use of Palgrave's "Golden Treasury," throughout the year acquaints the student with the best lyric poetry in English.

SECTION A—*English Literature through the Age of Pope*. Three periods a week.

PARALLEL READING WITH CLASS DISCUSSION: Chaucer's "Prologue," Shakespeare's "Macbeth," Bacon's "Essay on Friendship," Milton's Minor Poems.

TEXT BOOKS: Halleck's History of English Literature, Palgrave's "Golden Treasury."

SECTION B—*English Literature from the Romantic Movement*. Three periods a week.

PARALLEL READING WITH CLASS DISCUSSION: Macaulay's "Johnson," selected Essays from Lamb, selected poems from the Romantic Poets, and from Tennyson and Browning.

SUPPLEMENTARY READING: Carlyle's "Essay on Burns," Thackeray's "Henry Esmond."

TEXT BOOKS: As in Section A.

FOURTH YEAR.

SECTION A—*The Victorian Poets*. (Elective). Three periods a week.

SECTION B—*Shakespeare*. (Elective). Three periods a week. The rise of the drama, careful study of six of Shakespeare's plays, reading and discussion of the greater plays not studied. Dowden's "Mind and Art of Shakespeare," Mabie's "William Shakespeare, Dramatist and Man" will be read with selected portions of Symond's "Shakespeare's Predecessors in the English Drama."

TEXT BOOKS: Dowden's Shakespeare Primer, The Globe Shakespeare, and for special study of separate plays, "The Arden Shakespeare."

JUNIOR YEAR,

(Professional Course I.)

SECTION A—*Reading and Methods*. Three periods a week. This course attempts:

1. To acquaint the student with the elements of vocal expression—time, tone, pitch, force—and with the psychology of their use, that the pupil's own reading may be improved, and that as a teacher she may have definite standards of criticism.

2. Discussion of Methods; application of standards of criticism. Outlines and plans of lessons are made by the student. The plans seek to deal (a) with the interpretation of the Reading Lesson, or with Thought-getting; (b) with the Expression of the lesson, or with Thought-giving.

TEXT BOOK: How to Teach Reading in the Public Schools, Clark.

SECTION B—*Juvenile Literature*. Two periods a week. A course designed to aid the teacher in the public schools. A discussion of the place and function of literature in the child's development; of the best methods of making it vital; reading, reproduction, memorizing; of the selection of books, their sequence and correlation with other studies; public school libraries, their selection and use.

JUNIOR YEAR,

(Professional Course II.)

Same as Junior Year of Professional Course I.

For the Elementary Course the first two years in Literature and Reading are the same as the first two years of the Academic Course.

The professional year of this course is the same as the Junior Year of Professional Course I.

DEPARTMENT OF MATHEMATICS.

MISS LONDON, MISS LANCASTER, MISS HARRISON,
MISS COX, MISS BLACKISTON.

Academic Arithmetic: (Review Year, Sections A and B; Second Year, Section B.) The purpose of the academic work in arithmetic is to review and supplement the student's knowledge of the subject, to correct errors, crudities, or imperfections which may remain from previous teaching; and to train the student in neat and systematic arrangement of written work, as evidence of orderly thinking.

The aim is made to have the student see the unity of the subject, the few underlying principles, and the relation and dependency of all subsequent work upon these few principles, showing that each is merely another language for the solution of the problems of the other.

The solution of every problem in arithmetic involves seeing relations and calculating values. Arithmetical training should develop power in one, and accuracy and rapidity in the other. For this purpose much illustrating, diagraming, and practical measurement work is done. Clearness of statement in both oral and written work is insisted upon, in recognition of the fact that mathematics is the science of order, and that no better opportunity can be afforded for drill in neat habits, and in the use of truth-telling, carefully-chosen English.

Professional Arithmetic: (Professional Courses I and II, Junior Year, Sections A and B; Elementary Course, Professional Year, Section A.) The aim of this course is to train the students to teach arithmetic. To do this successfully it is necessary, first, that they know the subject matter; second, that they know the best methods of presenting it; and, third, that they have a real and living interest in the subject and a comprehensive appreciation of its place in the school curriculum.

With these ends in view, the first term is devoted to a study of the subject from the teacher's point of view. No text book



DINING ROOM

is used. A brief discussion of the value of arithmetic as a culture and ethical study, of the historical development of arithmetic as a science, and of the various leaders who have undertaken in our day to reform and systematize the teaching of the subject is intended to give the student a better point of view from which to see the relative importance of the various topics of this branch of knowledge.

The work is taken up both topically and by grades, and the most approved methods of teaching the subject discussed.

The second term is given to a review of the subject matter. A text book is used, and the material is chosen to fit the needs of each particular class.

For the Professional Year, Section A, of the Elementary Course the work is that outlined above for the Junior Year, Section A of the Professional Courses I and II.

Algebra: By an intelligent study of algebra the view of the whole field of mathematics is broadened, the ability to think more abstractly than heretofore is gained, and the reasoning powers are disciplined. Moreover, the understanding of algebraic truths and principles is fundamentally necessary to the further pursuance of mathematics, and also to a clear understanding of the more abstract processes of arithmetic.

The power to see relations which was developed in arithmetic is here strengthened by the constant demand to separate the known from the unknown and to see the relation existing between the two in order to obtain the one from the other.

Care, clearness, and accuracy are every where insisted upon.

The course in Higher Algebra is elective, and is intended for those students who wish to strengthen themselves in mathematics.

Geometry: To develop in the student the power of logical, systematic thought, to secure clear and accurate expression, and to strengthen the reasoning powers are some of the most important objects in teaching geometry. With this in mind the work is so arranged that constant emphasis is laid upon the relation existing between the known and the unknown.

Special attention is given to original work and constructions, in order to develop self-reliance and to stimulate the spirit of inquiry into mathematical truths.

The language of geometry furnishes an excellent drill in exactness of expression—not over-saying nor under-saying the truth.

Preceding the regular work in Plane Geometry, a term is given to Constructive Geometry. The aim of this course is twofold:

First, to prepare the way for Plane Geometry by familiarizing the pupils to some extent with the language and the simpler definitions of geometry, and at the same time to illustrate the practical applications of some of the elementary principles.

Second, to put the pupils in possession of some knowledge of geometrical construction necessary for their future work in Manual Training.

Trigonometry: Two short courses, one in plane trigonometry and one in spherical trigonometry are given. The aim in both courses is to give as briefly as is consistent with clearness the fundamental principles of the subject, to have the student derive the necessary formulas and then to make the problems as practical and as interesting as possible.

The entire course in this department by classes is as follows:

REVIEW YEAR.

SECTION A—*Arithmetic*. Four periods a week. This term is devoted to the mastery of the fundamental processes and basic principles of arithmetic. The material used is determined largely by the needs of the class, and an aim is made to have no two consecutive classes use the same material, so that those repeating the work may gain the end in view, and yet have their store of knowledge increased. Work is selected from the following topics: Notation and numeration, factoring, common and decimal fractions, practical measurements, and easy work in percentage.

SECTION B—*Arithmetic*. Four periods a week. In this term the processes and principles already learned are applied to the business transactions of life. A careful study of these transactions from the practical point of view is made, believing that most of the difficulty usually encountered in the study of these topics comes, not so much from ignorance of arithmetic as from ignorance of business customs.

The material used is chosen almost entirely from the applications of percentage and of interest.

TEXT Book: Smith's Grammar School Arithmetic.

FIRST YEAR.

SECTION A—*Algebra*. Five periods a week. In this course the fundamental operations are taught, the use of symbols of aggregation, the various methods of factoring, common divisors and multiples, the combining and simplifying of simple equations with one or more unknown quantities.

SECTION B—*Algebra*. Three periods a week. Simultaneous equations, involution and evolution, theory of exponents, radicals, and easy work in quadratic equations.

SECTION B—Constructive Geometry. Two periods a week.

TEXT Book: White's School Algebra. No text book used in Constructive Geometry.

SECOND YEAR.

SECTION A—*Algebra*. Three periods a week. Radicals reviewed, quadratic equations and all equations reducible to the quadratic form, ratio and proportion, and the progressions.

SECTION A—*Geometry*. Three periods a week. The work of this term is to teach the students simple, geometrical constructions, and to lead them to frame and then to demonstrate theorems based upon these constructions. The ground covered is usually the first two books in Plane Geometry.

SECTION B—*Geometry*. Three periods a week. An abridged course in plane geometry completed.

SECTION B—*Arithmetic*. Three periods a week. The aim of this term's work is to review, complete if necessary, and extend the previous work in arithmetic, considering in addition the following topics: Greatest common divisor, least common multiple, powers and roots, mensuration, and the metric system.

TEXT Book: White's School Algebra, Phillip's and Fisher's Elements of Geometry (Abridged Edition), and Colaw and Ellwood's Advanced Arithmetic.

THIRD YEAR.

SECTION A—*Solid Geometry*. (Elective.) Four periods a week.

SECTION B—*Plane Trigonometry*. (Elective.) Four periods a week.

TEXT BOOK: Phillip's and Fisher's Elements of Geometry (Abridged Edition), Wentworth's Plane and Spherical Trigonometry and Tables.

FOURTH YEAR.

SECTION A—*Spherical Trigonometry*. (Elective.) Four periods a week.

SECTION B—*Higher Algebra*. (Elective.) Four periods a week.

TEXT BOOK: To be selected.

JUNIOR YEAR,

(Professional Course I.)

SECTION A—*Arithmetic*. Two periods a week. A course in methods, designed to be an aid to the student teacher in her work in the Training School and elsewhere.

SECTION B—*Arithmetic*. Three periods a week. A topical review of the subject matter of arithmetic from the teacher's standpoint.

JUNIOR YEAR,

(Professional Course II.)

Same as Junior Year of Professional Course I.

For the Elementary Course the first two years in mathematics are the same as the first two years of the Academic Course, with the following exceptions: The third term of Algebra and all of plane geometry are omitted.

In the professional year of this course the arithmetic is the same as the Junior Year, Section A, of Professional Course I.

DEPARTMENT OF HISTORY AND SOCIAL SCIENCES.

MR. BIDGOOD, MISS LONG, MISS CRAWLEY.

In the Review Year the history of the United States and the Civil Government of Virginia will be studied. The purpose is to make ready for the work of the Academic Course those applicants for admission who do not have a good grammar school foundation in these branches. The endeavor is made to clear up misconceptions and confusions, to supplement the results of past instruction, and to teach the pupil how to study.

The work of the first two years of the Academic Course is intended to make the student conscious of the vastness and dignity of the province of history, to enlarge her sympathies and appreciations, and to bring her to regard history not as a series of disconnected facts but as the life story of humanity, and to realize that even the vicissitudes of nations are but incidents in the steady progress of the race. Instruction in methods of study is given frequently and persistently.

The required program of the third year selects for especial study the most interesting, distinctive, and important phase of American History, namely, our labors and success in the prosecution and organization of every branch of industry, and the social and political problems arising therefrom. The work of our inventors is especially emphasized. The pupil is shown the business reasons for the separation from England and for the opposition of North and South, and finds out how and why there have come to be tariff questions, money questions, trusts and great corporations. No attempt is made to settle for the pupil problems yet unsolved, but she becomes acquainted with the supporters of both sides, and learns their reasons.

The elective courses in history, economics, and sociology are designed to give the student who is fond of history an opportunity of pursuing the subject farther and of gaining an introduction to the kindred sciences. She may thus fit herself for the teaching of history in the High School as well as in the grades.

The aim in the Junior and Senior years is to prepare the student to teach American History and Civil Government. It undertakes to make the knowledge gained in the grammar grades fuller, clearer, and more exact, to call attention to movements and tendencies, to point out the many causes of an important event, and in turn its many effects, and to trace the causal relation through several steps and across wide intervals. The attention of the student is called to the *how* of teaching, and approved methods of presenting the subject are explained to her.

The elementary course seeks to provide those students who cannot complete the full academic and professional work with a knowledge of such facts as may be considered indispensable to any public school teacher.

REVIEW YEAR.

SECTION A—*History of the United States*. Three periods a week.

SECTION B—*History of the United States*. Three periods a week.

TEXT Book: History of the United States, Thompson.

SECTION B—*Civil Government of Virginia*. Two periods a week.

TEXT Book: Civil Government of Virginia, Smithey.

FIRST YEAR.

SECTION A—*Ancient History*. Three periods a week.

SECTION B—*Ancient History*. Three periods a week. The period covered in this year extends from the earliest times to 800 A. D.

TEXT Book: To be selected.

SECOND YEAR.

SECTION A—*Modern History*. Three periods a week.

SECTION B—*Modern History*. Three periods a week. The thread of European history is followed from the times of Charlemagne down to the present day.

TEXT Book: To be selected.

THIRD YEAR.

SECTION B—*Industrial History of the United States*. Three periods a week. This course is based on the work of the previous term in commercial geography.

TEXT Book: *Industrial History of the United States*, Coman.

SECTION A—*English History*. (Elective.) Three periods a week.

SECTION B—*English History*. (Elective.) Three periods a week. A rapid survey is made of English history from the earliest times to the present. Especial emphasis is laid upon constitutional development and upon the Industrial Revolution.

TEXT Book: *History of England*, Andrews.

FOURTH YEAR.

SECTION A—*Economics*. (Elective.) Three periods a week. The courses previously required in commercial geography and in the economic history of the United States may be expected to equip the student with a very considerable number of economic facts which will help her now to reach an understanding of all the general laws that everywhere and under all conditions govern the business relations of men. Hypotheses and theories not yet fully accepted as laws are presented with caution, and disputed applications of economic principles are avoided. Moot questions as to scope, terminology, and method are not brought up.

TEXT Book: To be selected.

SECTION B—*Sociology*. (Elective.) Three periods a week. The present social structure and social conditions in America are studied, and efforts now being put forth toward social betterment are discussed. Especial attention is given to educational activities.

TEXT Book: To be selected.

SECTION A—*Greek History*. (Elective.) Three periods a week. The early civilizations of the Orient are included.

SECTION B—*Roman History*. (Elective.) Three periods a week. The work of this year is designed to give a more complete knowledge and a somewhat maturer understanding of ancient history than was possible in the first year.

TEXT Books: To be selected.

JUNIOR YEAR,

(Professional Course I.)

SECTION A—*American History*. Three periods a week.

SECTION B—*American History and Methods*. Three periods a week. In this year the review of the story of our country is first completed, and then a study is made of the methods of teaching history in the grades.

TEXT BOOKS: *Epochs of American History*, Hart, Ed.

JUNIOR YEAR,

(Professional Course II.)

Same as Junior Year, Professional Course I.

SENIOR YEAR,

(Professional Course I.)

SECTION A—*Civil Government and Methods*. Three periods a week. The various forms of local government found in our country are studied in their present development and are rapidly traced back through American and English History to the political institutions of the Saxons. The local governments of Virginia are carefully studied in detail, both for their own sake and as types. The state governments are followed from the earliest times down to the present, Virginia being again taken as a type. The history of the formation of the Federal government is reviewed, and its present workings considered. Political parties and their methods are explained and discussed. The work of the term concludes with a brief consideration of the methods of teaching civil government in the grades.

TEXT BOOKS: *Civil Government in the United States*, Fiske; *Civil Government of Virginia*, Smithey.

SENIOR YEAR,

(Professional Course II.)

Same as Senior Year, Professional Course I.

The work of the first two years of the Academic Course is condensed into the first year of the Elementary Course. Myers' General History is used as a text. In the fall term of the Ele-



mentary Professional year, American history is rapidly reviewed, using Fiske's History of the United States as a text, and in the spring term the main topics covered in the work of the Senior Year in civil government are presented in more elementary form, with Strong and Schafer's Government of the American People as text.

DEPARTMENT OF GEOGRAPHY AND NATURE STUDY.

DR. MILLIDGE.

Geography: This is one of the great culture studies of the Common Schools. Its special task is to carry the pupil out of the narrow bounds of his home, to dignify his life by making it part of the great life of mankind. Beginning with observation of the known, it cultivates the imagination by transferring the knowledge thus gained to the comprehension of the unknown. The moral effect upon the pupil in this coming into harmony with the world in which he lives is not less valuable than the training of the faculties of observation, comparison, and judgment which this study, if properly taught, so richly supplies. The aim of the work in the Department of Geography is twofold:

First, to train the mind to the close and accurate observation of the world in which we live, to note the forces at work moulding its surface and fitting it to be the home of man, and to reason accurately upon the phenomena presented by observation, always tracing the relation between cause and effect.

Second, to broaden the mind by the fullest possible presentation of the races of mankind, their homes, industries, and habits. This knowledge leads to wider sympathies and broader views, and the process of tracing the dependence of all these upon geographical conditions is a mental discipline of the highest value.

Nature Study: The aim of this course is to lay especial stress upon its agricultural bearings. In this state it is important that the products and capabilities of the soil should receive especial attention.

The adaptation of plants and animals to their environment is one of the main objects of Nature Study. The habit of close observation cultivated by the study of this adaptation leads directly to the intelligent practice of agriculture, upon which the welfare of the State so largely depends.

The keenness of observation, soundness of inference, and dependence upon one's own judgment fostered by Nature Study all tend directly to individuality of character, and this is the foundation of a sound democracy.

REVIEW YEAR.

SECTION A—*Geography*. Four periods a week. In this course a series of field lessons, supplemented by lectures and discussions, prepares the students for the conception of the Earth as it really is. The basis of reality given by the study of the neighboring hills, slopes, river basins, etc., provides a firm foundation upon which to build up a real geography. The elements of mathematical and physical geography are also studied.

SECTION B—*Geography*. Four periods a week. The continents are studied in order with special attention to their physiography. Sand modeling and map-drawing fix the features of each great division in the minds of the students. Throughout, the Earth is looked upon as the home of man, and man's adaptation to his environment is kept in view.

The United States and Virginia receive especial attention in this course.

THIRD YEAR.

SECTION A—*Commercial Geography*. Three periods a week. In this term Commercial Geography is taken up, including a brief survey of Ancient and Mediaeval Trade Routes, Modern Colonization, Areas of Production of great staples and of minerals, means of transportation, manufacturing areas, position of the United States among the Commercial Nations of the World and similar topics. The dependence of Commercial Activity upon physiographic conditions is emphasized throughout the course.

FOURTH YEAR

SECTION A—*Geology*. (Elective.) Three periods a week. This term is devoted to Geology with emphasis on those sections which specially illustrate geography, such as dynamical and structural geology. Field work is used to supplement and elucidate the text book.

SECTION B—*Astronomy*. (Elective). Three periods a week. Astronomy is taken up with special reference to the Earth in its

relation to the Sun and the Solar System. The telescope will be used in the study of the Moon and the planets, and actual observations of the constellations are made throughout the term

JUNIOR YEAR

(Professional Course I.)

SECTION B—*Geography*. Five periods a week. The whole subject of Physical and Mathematical Geography is gone into thoroughly with experiments. Full written reports required repeatedly from each student. The latter part of the term is devoted to Methods in Geography. Chalk modeling on the blackboard and the making of sand maps, together with making of relief maps in clay or putty required of each student. Inter-dependence of History and Geography illustrated. Type studies made with collateral reading, and the practical application of geographical knowledge to the requirements of the schoolroom elucidated.

SECTION B—*Nature Study*. Five periods a week. This course is devoted to the study of plant and animal life, illustrated by actual observation of nature. The function is specially emphasized. A portion of the course is devoted to simple experiments suitable for the schoolroom with home made apparatus.

JUNIOR YEAR

(Professional Course II.)

SECTION B—*Geography*. Five periods a week. Same as Junior B. of Professional Course I.

SENIOR YEAR

(Professional Course II.)

SECTION B—*Nature Study*. Three periods a week. Same as Junior B, of Professional Course I.

For the professional year of the Elementary Course the Geography and Nature Study are the same as in the Junior Year of Professional Course I.

DEPARTMENT OF PHYSICS AND CHEMISTRY.

MISS WINSTON, MISS WATKINS.

Physics and Chemistry being the foundation of many of the sciences, these courses are designed largely with reference to this fact. The effort is made to develop the scientific habit of thought, to teach the student to observe accurately and to make application of his knowledge to the facts which are common in his daily experience.

PHYSICS.

THIRD YEAR.

SECTION A—Five periods a week. A brief general survey of the subject as a whole, designed rather as a ground work for other studies, special stress being laid upon parts considered most useful.

TEXT BOOK: Higgins's Lessons in Physics.

FOURTH YEAR.

SECTION A (Elective.)—Five periods a week. An advanced course consisting of reading, problems, and illustrative experiments. The work during the first term deals chiefly with the Mechanics of Solids and Fluids, and with Sound.

SECTION B (Elective)—Five periods a week. A continuation of the above course treating in detail Heat, Light, Magnetism, and Electricity

TEXT BOOK: Hoadley's "A Brief Course in Physics."

CHEMISTRY.

THIRD YEAR.

SECTION A—Six periods a week. Four Laboratory periods. Inorganic Chemistry dealing principally with the non-metals.

TEXT BOOK: Elementary Chemistry by Clarke and Dennis.

SECTION B—Six periods a week, four Laboratory periods. In this class the metals are studied by means of a brief course in Qualitative Analysis.

TEXT BOOK: Irish's "Qualitative Analysis for Secondary Schools."

FOURTH YEAR.

SECTION A (Elective)—Six periods a week, four Laboratory periods. An advanced course in Qualitative Analysis.

SECTION B (Elective)—Six periods a week, four Laboratory periods. Organic Chemistry, consisting of a general survey of the chemistry of the compounds of carbon, together with the preparation of some of the more familiar compounds.

TEXT Books: To be selected.

For the Second Year, Section A, of the Elementary Course, the Physics is the same as for the Third Year, Section A, of the Academic Course. For the Second Year, Section B, of the Elementary Course, the Chemistry is a modification of the course given in Third Year, Section A, of the Academic Course.

DEPARTMENT OF BIOLOGY.

DR. SNOW, MISS WATKINS.

In this department courses are provided, (1) for students entering for regular work; (2) for high school graduates entering without Zoology or Botany; (3) for students wishing to specialize in this department to fit themselves for teaching the biological sciences; (4) for students preparing to take the public school examinations.

The aim of the work is to develop interest in Nature, to acquire habits of accurate observation, exact statement, and independent thought. It is believed that the study of living organisms, their structure, activities, and relations will give the student a broader and deeper appreciation of all life, while a scientific view-point is essential for the solving of many of the problems which confront the public school teacher. This training will better fit her to inspire and direct the spirit of observation and investigation in her pupils, thus carrying into the public schools principles of accuracy and thoughtful inquiry, in addition to a broader love for Nature and an interest in the life-processes surrounding us.

The laboratory is equipped with Bausch and Lomb compound microscopes, black-topped tables, and an aquarium with flowing water, besides various glass aquaria, chemicals, glassware, instruments, prepared slides, materials for the preservation and mounting of specimens, charts of the human body, plaster casts of the eye and ear, and a limited number of museum specimens—the nucleus of a museum which will grow from year to year.

SECOND YEAR.

SECTION A—*Zoology*. Five periods a week. This course is divided into three parts.

1. Field work—in which the emphasis is laid upon the life relations of animals, i. e., their modes of getting a living, their adaptation to environment, the grouping of animals in similar habitats, etc. One double period a week.

2. Laboratory work—in which animal forms (chiefly those collected on field trips) are studied in greater detail as to form,

structure, and activities. No dissection is allowed. Careful notes and drawings are made. One double period a week.

3. Recitation and discussion of laboratory and field work. One period a week. The course is especially designed to stimulate and develop the student's powers of observation. A practical element is introduced in the study of beneficial and injurious forms.

TEXT: Jordan, Kellogg, and Heath's *Animal Studies*.

SECTION B—*Botany*. Five periods a week. A spring course parallel with the fall work in *Zoology*.

1. Field work—a study of plants in their relation to each other and to their habitat, their life habits, activities, and adaptations. One double period a week.

2. Laboratory work—in which the plants are studied more minutely as to form and structure and their response to stimuli. Careful drawings and records are made. One double period a week.

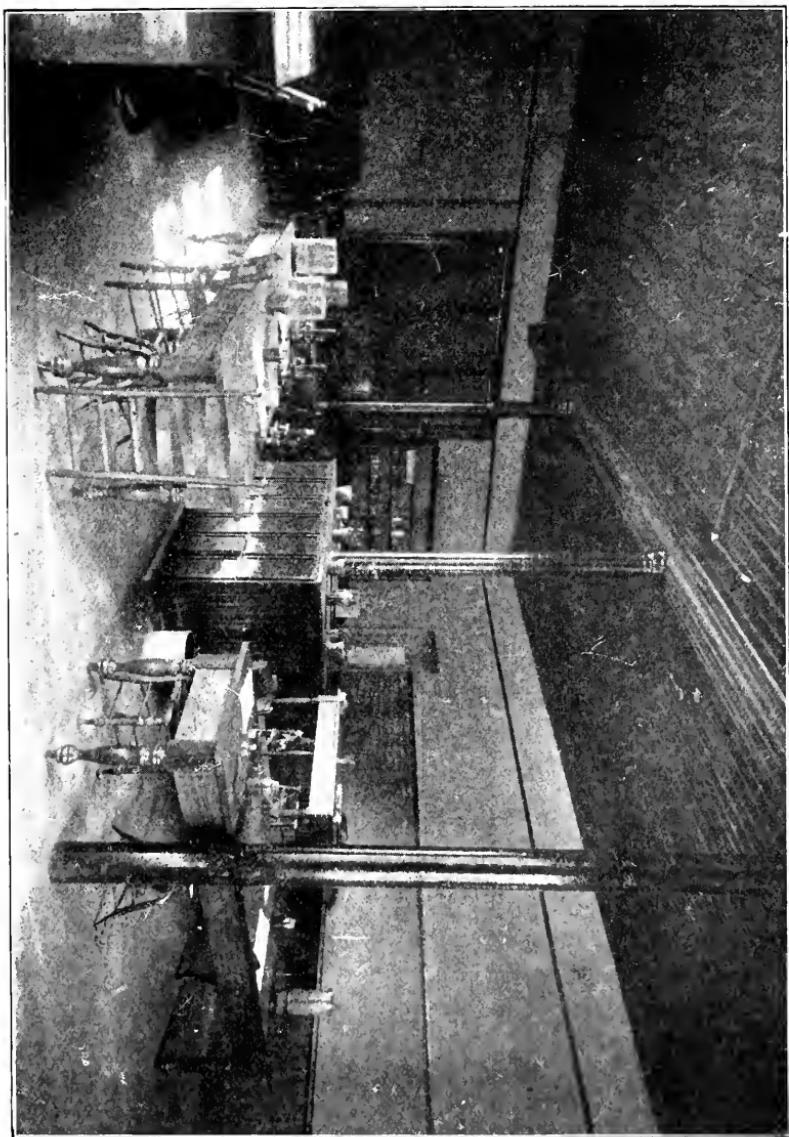
3. Recitation and discussion of field and laboratory work. One period a week. The course will be conducted with special reference to accurate observations and careful records of ascertained facts. The elements of classification will be introduced, with the identification of a few forms of the local flora.

Zoology is usually required as a prerequisite, although in certain cases students have been allowed to take the *Botany* first.

TEXT: Coulter's *Text book of Botany* and Coulter's *Analytical Key to the Flowering Plants*.

THIRD YEAR.

SECTION B—*Physiology*. Four periods a week, one of which is devoted to laboratory work. By this course the student is made familiar with the essential facts concerning the structure and functions of the body, thereby becoming better able to preserve her health and that of her future pupils. Heathful dress, diet, exercise, ventilation, and sanitation are among the practical points discussed. As the course is designed also to prepare students for *Psychology*, the study of the nervous system



BIOLOGICAL LABORATORY

is given particular emphasis, with regard to the nervous control of the various functions of the body, as well as the brain and sense organs.

FOURTH YEAR

SECTION A AND B—Advanced Biology. (Elective.) Six periods a week. It is hoped by this course to give the student an opportunity to acquire that mental balance and breadth of view which can only be secured by studious consideration of the great problems of life. An effort will be made to develop by comparative study, the conception of the unity of Nature and the similarity of life processes in plants and animals. The study of ontogenetic and phylogenetic development will lead to the consideration and discussion of the most important theories offered for the solution of vital problems.

Practice in collecting, preserving, and mounting material will be part of the work.

Prerequisites: Zoology, Botany, and Physiology.

Recitation, two periods a week. Laboratory and field work two double periods a week.

JUNIOR YEAR**(Professional Course II.)**

SECTION A—Zoology. The same course considered under Second Year, Section A.

SECTION B—Botany. The same course considered under Second Year, Section B. These courses are given in the Junior Year for those students who elected the language group in the second year of the regular course, and for high school students entering without equivalent work.

In the second year of the Elementary Course the Zoology and Botany are the same as in the second year of the Academic Course, and in the professional year of this course the Physiology is the same as that given in the third year, Section B, of the Academic Course.

In the spring a class in Elementary Physiology is conducted. This class is intended for those students who are unable to return

to school, and who desire some Physiology as preparation for teaching the subject. Special emphasis is laid upon those parts of the subject which will be of most value to teachers, for example, school hygiene, public sanitation, and first aid to the injured. A number of simple experiments are given to illustrate physiological principles. A small amount of laboratory work will be required, and classroom demonstrations will be made.

TEXT: Colten's Physiology (Briefer Course.)

DEPARTMENT OF LATIN.

MISS RICE.

In the study of Latin, the following objects are kept constantly in view:

1. The etymology of English words of Latin origin. Pupils are encouraged to look for the English derivatives of Latin words with correspondences and differences in shades of meaning.

2. Comparative Grammar. Roman forms of thought are examined in order to make a comparison with English forms. A pupil never knows that his own language contains idioms until he has studied some language other than his own. The study of one language throws light upon another.

3. Mental discipline. The expression in the equivalent forms of one language of the thought gained in another gives power.

An effort is made throughout this work to study the government and the private life of the Romans as well as their literature and language.

FIRST YEAR.

SECTION A—Three periods a week. Drill in the forms of inflection and the essentials of syntax; derivation of words; translation of easy prose into English and English into Latin.

TEXT BOOK: Bennett's Foundations of Latin.

SECTION B—Three periods a week. Continuation and enlargement of the work of the First Year, A Class. Translation of fables and other simple stories.

TEXT BOOK: Bennett's Foundations of Latin.

SECOND YEAR.

SECTION A—Three periods a week. Translation of simple prose; sight-reading; writing of exercises based upon text.

TEXT BOOK: *Viri Romae*.

SECTION B—Three periods a week. More difficult prose; short course in grammar; exercises based upon text.

TEXT BOOKS: Caesar's Gallic War, Books I and II; Bennett's Grammar.

PARALLEL READING: Life and Times of Caesar.

THIRD YEAR.

SECTION A—Three periods a week. Continuation of the work of the Second Year, B Class. Critical study of the most difficult constructions in Caesar.

TEXT BOOKS: Caesar's Gallic War, Books III and IV; Bennett's Grammar.

SECTION B—Three periods a week. *Oratio in Catilinam I* and *Oratio in Catilinam II*; syntax of cases and verbs; exercises based upon text.

TEXT BOOKS: Cicero; Bennett's Grammar.

PARALLEL READING: Life and Times of Cicero.

FOURTH YEAR.

SECTION A—Three periods a week. *Oratio pro A. Licinio Archia* and *De Amicitia*; review of grammar; exercises based upon text.

TEXT BOOKS: Cicero; Bennett's Grammar.

SECTION B—Three periods a week. Latin poetry. One book of the *Aeneid* and some odes of Horace; the elements of Latin versification, including the scansion of the *Aeneid* and of the odes read.

TEXT BOOKS: Vergil; Horace.

PARALLEL READING: Life and Times of Vergil and Horace.

DEPARTMENT OF MODERN LANGUAGES.

MISS SMITHEY.

In addition to the general disciplinary value that comes from the serious study of a language other than the mother tongue the work in French and German is designed to develop the following:

1. *Mental Alertness*: By training the tongue, the ear and the eye, pupils are made more alert, quicker to receive impressions, and more ready to impart their own thoughts to others. Thus they become more wide awake.

2. *Feeling for the Language*. An effort will be made from the first lesson to enable the pupil to grasp the thought from the French or German without the aid of translation. This will give an appreciation of the beauty and genius of the language and literature, and an insight into the life and heart of the people that will never come to those who merely translate from one language into another.

3. *The enlargement of ideals*: The opening up of a new literature to one carries with it the privilege of entering into the intellectual and emotional life of its people. Any serious study of the manners and customs, the ideals and institutions, the successes and failures of another nation, must broaden the sympathies and give a larger view of life.

FRENCH.

SECOND YEAR.

SECTION A—Three periods a week. The elements of the language will be studied through the medium of the language itself. Frequent exercises in the simplest forms of sentence structure will be required. Dictation in French is begun the first week, and is continued throughout the whole course.

TEXT BOOK: *Méthode Berlitz, Premier livre*.

SECTION B—Three periods a week. The work of the first term will be continued. In addition to this, simple original composition in French will be assigned. Easy prose and a few lyrics will be studied through the French.

TEXT BOOK: Méthode Berlitz, Premier livre; Guerber's *Contes et Legendes*.

THIRD YEAR.

SECTION A—Three periods a week. The study of Grammar from a text book will begin in this class. French Composition will continue. Translation from English into French and from French into English will be commenced. The reading of more difficult prose and poetry. Reproduction in French of stories and anecdotes read in class.

TEXT BOOK: Bézeat de Bordes' *Elements of French*.

The reading for this term will be changed from year to year, hence no texts are given.

SECTION B—Three periods a week. The general character of the work of this term will be the same as that of the preceding class. Every effort will be made to stimulate pupils to be independent in grasping the thought, and to force the meaning of new words from the context.

TEXTS: Coppée's *Le Luthier de Crémone et le Trésor*, Labiche's *La Cigale chez les Fourmis* and Légouvé's *Le Voyage de Monsieur Perrichon*.

FOURTH YEAR.

SECTION A—Three periods a week. Pupils having taken the work of the second and third years should be well prepared to begin the study of French literature through the works of the great writers. Selections from such writers of the Seventeenth Century as will be most helpful in understanding the social and literary conditions of that period. One play by Corneille, Racine, and Moliere will be studied critically.

The text for this term may be changed from year to year.

SECTION B—Three periods a week. The writers of the nineteenth century will form the basis of the work of this term. This will include the Romantic Movement in French Literature, also the study of some of the best lyrics of this period.

Text to be selected as for SECTION A.

GERMAN.

SECOND YEAR.

SECTION A—Three periods a week. The work of this class is similar in character to that of this section in French. Much

oral drill is given so that pupils may acquire fluency in pronunciation as well as a feeling for the language.

TEXT BOOK: Méthode Berlitz, Erstes Buch,

SECTION B—Three periods a week. The work of the first term is continued. Pupils will begin the writing of short original papers in German. The reading of easy prose and simple lyrics will occupy a part of the time of this class.

TEXT BOOKS: Méthode Berlitz, Erstes Buch, Guerber's Märchen und Erzählungen.

THIRD YEAR.

SECTION A—Three periods a week. The formal study of Grammar will begin in this class. Simple composition work in German will continue. Translation from English into German and from German into English will form a part of the work of this term.

TEXT BOOKS: Andersen's Bilderbuch ohne Bilder, Storm's Immensee, Thomas's Practical Grammar.

SECTION B—Three periods a week. Composition in German continued, the reproduction of short stories and anecdotes in German; Grammar; Translation and sight-reading.

TEXT BOOKS: Thomas's Practical Grammar, Schillers's Jungfrau von Orleans, Goethe's Hermann and Dorothea.

FOURTH YEAR.

SECTION A—Three periods a week. The leading facts in the study and the development of the German language and literature will be studied in this class. Selections will be studied from the writers of the Second Classical period. Ballads and Lyrics will be taken up in this class.

The text for this term may be changed from year to year.

SECTION B—Three periods a week. Some study of the writers of the present day. The study of German Literature continued. Much sight-reading will be done in this class.

Texts to be selected.

DEPARTMENT OF MANUAL ARTS.

MR. MATTOON, MISS COX, MISS COULLING.

The aim of the Manual Arts course is to encourage a greater growth of individual power and resource, to stimulate thought, individuality and expression, to train the hand as the obedient servant of the brain. It is of vital importance that students learn responsibility, habits of order, exactness, and concentration upon the matter under consideration. It is only by doing things that we gain confidence in ourselves, and thereby make our school life not an imitation of life, but a part of life itself.

Manual Training and Drawing will be correlated under the head of Manual Arts. Abundant opportunity will be given in this course for practical teaching in the Training School, where the subject will be taught in all grades under the direction of a special supervisor. The methods employed will be largely governed by the needs of the students, and will follow, as far as possible, the methods in use in the best schools. Freedom for original work will be given, and it is confidently expected that a greater degree of independence and self-reliance will be the direct result of this course. At least one specimen of work from each certificate set will be selected and retained as the property of the school for exhibit purposes.

MANUAL TRAINING.

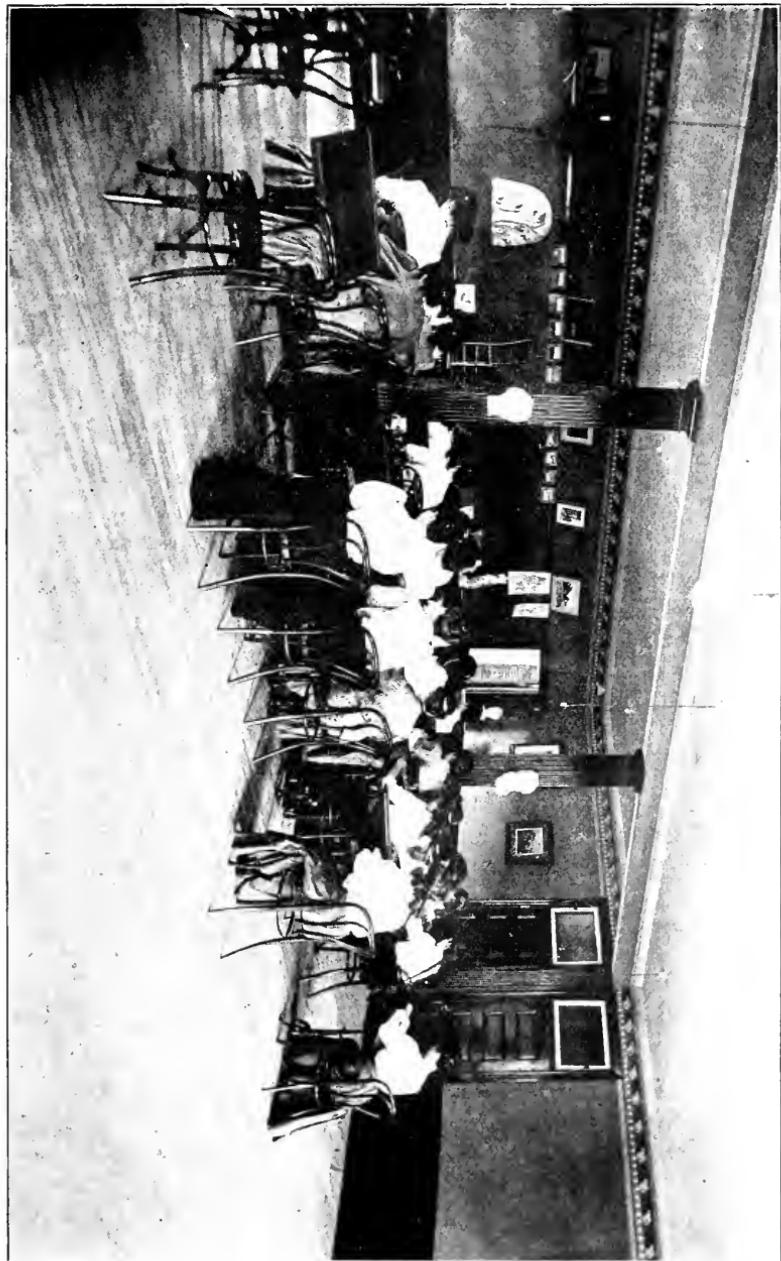
MR. MATTOON, MISS COX.

FIRST YEAR.

SECTION A—Two periods a week. *Clay*: Modeling type forms and objects based thereon; life forms.

Sewing: Various stitches and their application; darning, mending and patching; simple patterns for doll clothing.

SECTION B—Two periods a week. *Paper Work*: Folding and cutting life forms and illustrating stories. *Raffia*: Braiding, knotting and weaving; woven basket, using one stitch; making various articles of use in raffia; design and decoration.





SECOND YEAR

SECTION A—(Elective.) Two periods a week. *Cord Work*: Various knots, weaving, making bags, hammocks, etc.

Basketry: Reed mat, basket and handles, single, double and triple weaving, woven baskets; designing; various stitches and their application.

SECTION B—(Elective). Two periods a week. *Cardboard Work*: Planning type forms; simple objects of use decorated in color and passe partout; measurements and projection.

Sloyd Work: Elementary Knife Work in thin wood; design; simple chip carving.

THIRD YEAR

SECTION A—(Elective). Two periods a week. *Paper Work*: Folding and cutting life forms; folding designs based on the square; triangle, and circle; geometric forms.

Cardboard Work: Measurements and the use of instruments; mechanical drawing to scale; projection and the development of surfaces; construction of articles of use; decoration.

SECTION B—(Elective). Two periods a week. *Sloyd Work*: Mechanical drawing to scale; planning, calculating materials and construction of articles of use in wood; original designing and decoration; simple carving.

JUNIOR YEAR

(Professional Course I.)

SECTION A—Two periods a week. *Bench Work*: Elementary work; exercises in planing, sawing and chiseling; care and use of tools; construction of various joints to be used in subsequent models.

Elementary Bent Iron Work: Bending in angles; binding; Scrolls; curves and straight line designs.

SECTION B—Two periods a week. *Advanced Bench Work*: Planning and calculating materials for models; construction of useful models; carving; designing surface decoration. *Bent Iron Work*: Making various articles of use and ornament; original designs.

SENIOR YEAR

(Professional Course II.)

The work of this year is in two divisions. Division I is designed for those students who have come up through the Academic Course with only the one required year of Manual Training. Division II is designed for High School graduates who have had no Manual Training.

SECTION A—(Division I). Two periods a week. Same as Section A of Third Year of Academic Course.

SECTION A—(Division II.) Two periods a week. *Raffia*: braiding; knots and stitches in bags, etc., napkin rings.

Basketry: Reed mat in single weave; whisk broom holder in double weave; basket with handles in triple weave; woven basket in design, using bridge, figure 8 and knot stitch.

Sewing: Various stitches and their application; mending; darning and patching.

Weaving: One rug in design.

SECTION B—(Division I.) Two periods a week. *Sloyd*: Mechanical drawing; elementary knife work in thin wood; chip carving; original design.

Bench Work: Planing; sawing and chiseling exercises; making useful articles involving joints previously made; carving; design.

SECTION B—(Division II.) Two periods a week. *Paper Work*: Folding and cutting life forms and designs.

Drawing: Projection; working drawings to scale.

Cardboard Work: Planning type forms; development of surfaces; construction of articles of use; decoration.

Sloyd Work: Elementary work in thin wood; making of useful models; chip carving.

JUNIOR YEAR

(Kindergarten Course.)

Same as Junior Year, Professional Course II.

The first year of the Elementary Course is the same as the first year of the Academic Course. In the second year the work of the first term is the same as the work of the first term of the third

year of the Academic Course, that of the second term is the same as that outlined for the Senior year, Professional Course II, Section B, Division I.

DRAWING.

MISS COULLING.

The purpose of the course is to train the powers of observation, secure some degree of skill and originality in expression and cultivate an appreciation of the beautiful.

FIRST YEAR.

SECTION A—Two periods a week. *Form Study*: A very brief course to familiarize the students with the lines, planes, and solids to be used from time to time. *Color*: Scales made of nine tones in gray, and in primary and binary colors. Color harmony. *Nature Drawing*: Free treatment of flowers, leaves and fruits in naturalistic color. These to be worked up in decorative composition later in the session. *Design*: Space breaking in straight lines and curved lines, with applications in borders, surfaces, bowls, cups, vases.

SECTION B—Two periods a week. *Perspective Principles*: Curved and straight line objects drawn in pencil outline and suggested light and shade. *Design*: Conventional animal and insect forms drawn and applied in borders and surfaces.

SECOND YEAR.

SECTION A (Elective)—Two periods a week. *Color*: Color harmonies reviewed; scales of complementary and analogous colors made and neutralized. Application made in color drawings of interiors and costumes. Spray composition, spot design.

SECTION B (Elective)—Two periods a week. Object drawing and cast drawing in light and shade with pencil, brush, charcoal. *Design*: Study of plant growth and development of motifs for design.

THIRD YEAR.

SECTION A (Elective)—Two periods a week. *Landscape Composition*: Copying of select studies such as those of Woodbury's sketching from nature. *Application in Composition*: Advanced work in design.

SECTION B (Elective)—Two periods a week. Cast drawing and still life studies in charcoal and water color.

FOURTH YEAR.

SECTION A (Elective)—Two periods a week. Posedrawing and composition from copy and from model. Students will pose as models.

SECTION B (Elective)—Two periods a week. Course in Art Appreciation.

JUNIOR YEAR

(Professional Course I.)

SECTION A—Two periods a week. This is a class in methods of teaching Drawing in the grades. The course is based on the Prang "Art Education Drawing Book Course" and these are used as text books. Lessons are given in the theory and practice of teaching Drawing illustrated by the actual work of the Training School pupils. Model lessons are taught before the class. Lesson plans are made and discussed. At the beginning of the next session the students enter the Training School and have an opportunity to apply the lessons learned.

SENIOR YEAR

(Professional Course II.)

SECTION A—Two periods a week.

SECTION B—Two periods a week.

This year's work is designed for High Schol graduates having had no drawing and for those students who have come up through the Academic Course with only the one required year of drawing. The subject matter is such as would be given in the grades, and is presented as far as possible from the teacher's standpoint. The course is based on the Prang "Art Education Drawing Book Course."

SENIOR YEAR

(Kindergarten Course.)

Same as Senior Year Professional Course II.

In the first and second years of the Elementary Course the Drawing is the same as for the first and second years of the Academic Course.

DEPARTMENT OF MUSIC.

MISS WATERBURY.

The purpose of this course is to give the students the necessary preparation for teaching music in the public schools.

FIRST YEAR.

SECTION A—Two periods a week. Work in eartraining and establishing tone relation. Elementary theory of keys. Structure of the major and minor scales with reasons for the same. Distinguishing minor from major songs. Varieties of rhythm, sight reading of songs in the nine common keys. Simple transposition.

TEXT BOOK: First Book—Modern Music Series.

SECTION B—Two periods a week. Continuation of ear-training. Structure of chromatic scales ascending and descending with reasons for the same. Advanced transposition. Sight reading of songs: two-part songs; two—and three-part rounds. Song interpretation and voice work. Complete study of intervals.

TEXT BOOK: Second Book—Modern Music Series.

SECOND YEAR.

SECTION A—Two periods a week. Review of major, minor, and chromatic scales and intervals. Structure and *location* of major, minor, augmented and diminished *triads*. Two- and three-part songs. Supplementary Courses.

TEXT BOOK: Second Book:—Modern Music Series.

SECTION B—Two periods a week. Review of intervals and triads. Structure and location of *dominant*, *diminished*, and *secondary seventh* chords. *Cadences*. The common forms of *modulation*. Two- and three- and four-part songs. Supplementary choruses.

TEXT BOOK: The Common School Book—Modern Music Series.

FOURTH YEAR

SECTION A—(Elective.) Two periods a week. Advanced chorus work. A study of the best and standard compositions.

SECTION B—(Elective). *Music History*. Two periods a week. A study of the lives and characteristics of the individual composers and their compositions.

JUNIOR YEAR,

(Professional Course I.)

SECTION A—*Method Class*. Two periods a week. Work in presentation of *rote* songs, *scale* work, *transposition* and *sight singing* for those having completed *two* years of academic work.

JUNIOR YEAR,

(Professional Course II.)

SECTION A—Two periods a week. A course designated for graduates of High Schools. Major, minor, and chromatic scales Staff notation, translation, transposition. Intervals; Eartraining; Sight-reading in two-part songs.

TEXT BOOK: Common School Book of Vocal Music.—Modern Music series.

SECTION B—Two periods a week. Continuation of work of Section A. More advanced eartraining, sight-reading and chorus work.

JUNIOR YEAR,

(Kindergarten Course.)

Same as Junior year of Professional Course II.

For the first and second years of the Elementary Course, the music is the same as for the first and second years of the Academic Course.

A Glee Club, consisting of thirty five or forty members selected by the director of music from the best singers and readers of music, receives weekly training in three- and four- part singing, choruses, glee songs and college songs. Public recitals are given once or twice a year.

DEPARTMENT OF PSYCHOLOGY AND EDUCATION,

DR. JONES, DR. MESSENGER.

The understanding of the process of instruction is the aim of professional training. It stands for a fair knowledge of the mental processes involved in learning, and of the forms of presentation suited to those processes, and for the art of putting principles into practice.

To understand the processes involved in learning it is necessary to know the principal factors in the development of consciousness, that is, how the mind assimilates, how it grows by that assimilation, and the laws of its inner constitution which makes growth possible. This feature of professional training is supplied by psychology and related subjects.

To understand the forms of presentation suited to the process of learning it is necessary to know how to select, arrange and relate material so as to save time and make teaching most effective. This feature is supplied by work in methods, both general and special.

Both the system and subject matter of our education is the result of a long, slow growth. To fully comprehend a growing thing it is necessary to study the history of its growth. Such study is provided for in the history of education.

In order to meet the rapidly changing conditions of the present time every teacher needs a broad view of education as a whole. She needs to know something of the factors which are chiefly instrumental in modifying educational theories and practices and to have a rational basis for the interpretation and adaptation of new ideas. The philosophy of education aims to meet this need.

The work of this department by courses is as follows:

JUNIOR YEAR,

(Professional Course I)

SECTION A—*Psychology*, (Elementary). Three periods a week. This course is intended to introduce the student to the subject,

and as far as possible to develop a psychological attitude of mind. Each student is asked to do some experimental work involving easy introspections, and requiring close observation and right interpretation of results. A text book is used as a basis for the work, but this is supplemented by other standard works on psychology.

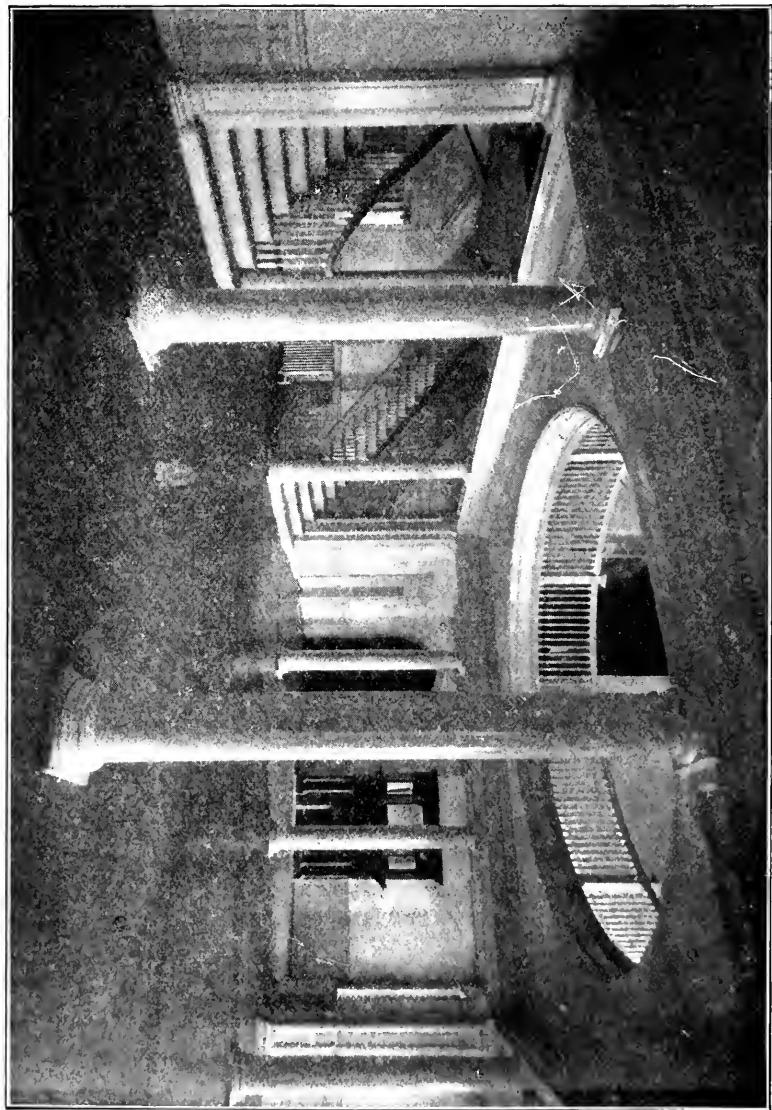
SECTION B—*Observation*. Three periods a week. In this course students are afforded an opportunity to observe lessons taught by the heads of departments, special supervisors, and the most efficient of the student teachers in the Training School. One of the three periods a week is devoted to a discussion of the lessons presented, with a view to bringing out the method employed, and the educational values contained in them. This course also is intended to be a special preparation for those students who are to enter the Training School as teachers. The point of view of the real teacher in actual contact with the pupils in the classroom is sought, so that student teachers may more fully comprehend the duties which they have to perform. These lessons are intended to be model ones, so far as is possible, and each one to have a direct bearing upon the actual work in the Training School.

SENIOR YEAR.

SECTION A—*Methods and Management*. Three periods a week. This course includes General Methods and School Management. The former consists of a study of the forms of presentation which suit the mental processes involved in learning. The nature and means of instruction, deduction, induction, analysis, synthesis, the nature and use of hypotheses and theories, requisites of scientific classification, principles of scientific investigation, the uses of analogy, generalization and demonstration are some of the topics studied.

It is the purpose of the latter to discuss the various problems confronting the teacher in the organization and conduct of a school. It will be made as practical as possible for those who will teach in the rural schools as well as for those who will enter the graded schools.

SECTION A—*History of Education*. Five periods a week. Monroe's text book in the History of Education will form the



RECEPTION HALL



basis of the course. This book covers the field of the history of education very completely, and insures a fair understanding of the principal factors in the development of education. The influence of the most significant historical movements and the writings of the great educational reformers will constitute the chief subjects of study. The aim is always to find what of permanent value each age has to transmit to us.

SECTION B—*Psychology* (Advanced). Three periods a week. This course is intended to be an extension and elaboration of the elementary course, and the study of several additional topics. Such subjects as habit, association, memory, imagination, appreception, attention, sensory and motor training, the emotions, instinct and will, receive careful attention. Students are directed in their reading, and reports and discussions are given a prominent place. The students read carefully certain selected chapters from a number of standard works, and the leading psychological journals are frequently consulted.

SECTION B—*Philosophy of Education*. Three periods a week. The meaning of education is discussed from the points of view of biology, physiology, sociology, psychology, and philosophy. The aim of the course is to give to education a broader and deeper significance and to systematize and unify the facts and principles which are most important in the construction of an educational theory.

SECTION B—*Ethics*. Two periods a week. Ethics treats of the principles of human conduct and seeks for a rational basis of evaluating action. It studies the motives and consequences of action and endeavors to discover principles of classification which may serve as guides in determining what acts are good and what are bad. In general its function is to show how life should be fashioned in order to realize its proper end. It goes beyond psychology in that it asks not only what *is* but what *ought* to be. It considers the origin of conscience and of moral ideas, and the relation of these to right living. Its aim is not so much to discover new rules of action as to bring out the reasons which underlie the generally accepted maxims of morality.

SECTION B—*Child Study*. Two periods a week. Kirkpatrick's Fundamentals of Child Study is used as a text. This

is supplemented by readings and reports from the works of Baldwin, Groos, Judd, Oppenheim, Rowe, Warner and others. The purpose of the course is to give the student a more thorough knowledge of child nature, to enable her better to understand a child's conditions, to interpret his actions, to appreciate his feelings and motives, and thus to take advantage of the "psychological moment" to interest him in things he ought to know. The meaning of infancy, the value and significance of plays and other childish activities, the order of development of instincts, and problems of the period of adolescence are some of the topics discussed.

SECTION B—*Seminar*. One period a week. It is the purpose of the seminar to acquaint the student with the best current literature upon the subject of education. Worthy articles in the leading educational magazines will be studied and discussed. The course will be as flexible as possible and open to the study of all educational problems.

JUNIOR YEAR,

(Professional Course II.)

SECTION A—*Psychology* (Briefer.) Three periods a week. This is a one term course in psychology intended primarily for high school graduates. An effort is made to select those parts of the subject which are of most value to the teacher, and to apply the principles to teaching. The whole field is covered, but, of necessity, in a less thorough manner. As far as possible, technicalities and details are omitted and fundamentals emphasized.

SECTION B—*Observation*: Three periods a week. Same as Junior Year, Section B, of Course I.

SENIOR YEAR.

SECTION A—*History of Education*: Three periods a week. This course is similar to the Senior A, (Professional Course I.) but covers the ground more rapidly and less completely. In the Greek and Roman periods only the most important topics are touched. The men and movements from Comenius to the present time are considered very carefully, the chief aim being to get a clear insight into the historical development of education in modern times.

SECTION A—*Methods and Management*: Three periods a week.
Same as Senior Year, Section A, of Professional Course I.

SECTION B—*Philosophy of Education*: Three periods a week.
Same as Senior Year, Section B, of Professional Course I.

SECTION B—*Child Study*: Two periods a week. Same as Senior Year, Section B, of Professional Course I.

KINDERGARTEN COURSE.

JUNIOR YEAR.

SECTION A—*Psychology* (Elementary.) Three periods a week.
Same as Junior Year, Section A, of Professional Course I.

SECTION B—*Child Study*: Two periods a week. Same as Senior Year, Section B, of Professional Course I.

SENIOR YEAR.

SECTION A—*History of Education*: Three periods a week.
Same as Senior Year, Section A, of Professional Course II.

SECTION B—*Psychology* (Advanced): Three periods a week.
Same as Senior Year, Section B, of Professional Course I.

SECTION B—*Education of Man*: One period a week. Herford's adaptation of Froebel's famous work is used as a text. This is supplemented by lectures and outside reading. The aim is to present and discuss the fundamental principles of Froebel's philosophy upon which the practical work of the kindergarten rests.

In the Professional Year of the Elementary Course, Section A, the *Methods and Management* is the same as in the Senior Year, Section A, of Professional Course I. The Psychology of Section B of this year is the same as in the Junior Year, Section A, of Professional Course II.

In the spring term a course in elementary pedagogy is offered. This course is intended for those students who expect to teach without being able to complete the full work for graduation. The aim is to select for discussion those topics which will give the student some insight into the field of pedagogic thought and at the same time to prepare her to deal judiciously with the prac-

tical problems which every teacher meets in organizing and managing a school. Methods applicable to rural schools will receive special attention.

PRACTICE TEACHING

The ability to teach is the ultimate test of students in the professional department. Skill in teaching is regarded as one of the essential requisites of the Normal School graduate, and unless sufficient ability is attained to discipline a room properly, and to give suitable instruction in the subject matter the student cannot be graduated. The teaching is done in the Training School, under the special supervision and direction of the heads of departments and the supervisors for the grades. The effort is continually made to inspire the young teacher with the true professional spirit, and to give her such methods and help as to make her efficient in her art. One full year of teaching is required of all students, and it is evident that this much actual experience in the school room gives the student teacher a power which could not be gained by any amount of theoretical information. Hence practice teaching is required in the Senior Year of all the professional courses.

PRIMARY METHODS.

MISS HALIBURTON.

In recognition of the fact that primary work requires special training, a course in *Primary Methods* is required of all students taking professional work. This is a course in methods of teaching arithmetic, nature study, spelling, reading, and language in primary grades. It will consist of observation of work with classes of children in the Training School, discussion of the principal methods of teaching reading and a comparison of their respective merits, of the value and aim of story-telling in primary work, sources of stories, kinds of stories suitable, and practice in adapting and telling these stories.

One period a week of this work will be devoted to the training of teachers in the systematic use of phonetics according to a scientific method, as serving three purposes:

1. To train the ear and the vocal organs in the niceties of speech, and thus eradicate slovenly habits and local peculiarities.

This is done by drill in the correct pronunciation of vowel sounds, in the distinct enunciation of consonants, and the use of pleasant tones.

2. To give such training in phonetics as shall lead the pupil gradually to become conscious of the common principles of Spelling, which principles he will later formulate in rules. This is done by drills in syllablicating, accenting, and pronouncing words, and later by the marking of words diacritically.

3. To show the use of phonetics as a preparation for reading, and as an aid to that early proficiency in mastering unknown words without the use of such apparatus as diacritical marks, enabling even the young child to quickly, accurately, and silently get the meaning from the printed pages of a book.

LIBRARY METHODS.

This Course is given in connection with the Observation class in the Junior year, and consists of lectures embracing the following subjects: selection of books; use of the best reference works; accessioning, classification, cataloging, and administration of very small libraries.

It is the purpose of these lectures to discuss the problems confronting a teacher in the organization and management of small libraries such as are possible in the rural schools as well as in the graded schools of towns and cities.

WRITING.

MISS DUNN.

REVIEW YEAR.

SECTION A—One period a week. The aim of this course is to give freedom of movement, correct position and penholding, ease and facility in writing, together with neatness and correct form.

SECTION B—One period a week. The work of the first term is continued, with exercises in dictation and tests of speed. The aim of this term's work is the formation of a clear, free, vertical hand.

JUNIOR YEAR.

SECTION A—One period a week. This course is taken by students during the year preceding the one in which they teach in the Training School.

The students are taught to write a clear, free vertical, especial attention being given to its use in board work. Movement drills are given to develop speed.

Students are also directed as to the work that should be attempted in the various grades; suggestions are given as to variation of work and devices for class use.

THE KINDERGARTEN DEPARTMENT.

MISS BLANDY.

The aim of the Kindergarten Department is to qualify teachers for positions in public and private kindergartens where superior skill and scholarship are required. It offers special work in relation to the primary grades.

The Kindergarten Course comprises a broad, liberal culture and a technical training for a practical vocation.

Froebel's Gifts and Occupations: This course is intended to give technical mastery of kindergarten material as well as insight into their educational value and place in the Froebelian scheme. The geometric forms are so arranged that they give to the child his first lessons in the evolution of form and help him to classify objects about him, thus leading to intelligent creative construction. The occupations of the kindergarten are studied in their logical unfolding and also in their relation to the industries of the primitive races and to the constructive work. The skill of fingers is developed as well as a practical knowledge of the use of tools, such as needles, scissors, pencils, and brushes.

Stories: Story-telling is an important phase of kindergarten work. The course comprises a familiarity with the great sources of the world's literature, from which to draw the best material and secure a cultivated power of expression; it gives a general survey of appropriate literature for little children, including folk and fairy tales, history stories, nature stories, fables, and poems.

Songs and Games: Much of the inspiration of the kindergarten comes from the songs and games, where the children play out the manifold relations of human life. Here the impulse is given to that social feeling which unites them in one common bond. The kindergartner must comprehend the value and meaning of play, must be educated in musical appreciation and expression, and must possess dramatic power. This course comprises a study of the words, music, and form of the kindergarten games, with practice in playing.

The outline of the kindergarten year is followed by beginning with such games as acquaint the children with one another; next come those that exercise the muscles in rhythmic movements, such as ball games, marches, etc.; then follow representative games of plant, animal, and human life, tradition games, and the like. Each student in the course must conduct the play circle and must originate a game. This course also includes a study of the origin, meaning, and purpose of games.

Mother Play: This book by Froebel contains the kindergarten principles. "It is a profound treatise on the philosophy of education." It shows in the most practical way how to study children in order to gain a correct understanding of their instincts and interests; it gives insight into the individual development of the child. An original interpretation of this book is required from each student; each play is studied to find its fundamental principle; this principle is reinforced by a study of the master-pieces of art, literature, and history; it is then applied to the three-fold development of the child and to life in general.

Kindergarten Principles, Methods, and Program: The aim of this course is to familiarize the student with the methods and subject matter of the kindergarten; as to *what* is done, *how* it is done, and *why* it is done. This course consists of plans of work made out by the student for definite divisions (that is, work for first year children and for second year children) so that the student may test her power to apply educational principles to daily programs of work. Discussions are held concerning discipline, methods, and subject matter for the kindergarten, mothers' meetings, etc. The senior students will present a year's program and conduct the kindergarten for a specified time.

Practice Teaching and Observation: Especial advantages are offered by this department for practice, training, and observation in the kindergarten and primary grades. Here the student has the opportunity to put into practice with the children her educational theories and work them out under the criticism of supervisors.

The work of this department by classes is as follows:





JUNIOR YEAR.

SECTION A—*Froebel's Gifts and Occupations* (Theory and Practice): Four periods a week. A general survey of Gifts and Occupations. A special study of the first, second, third, and fourth gifts. Original and progressive games with each gift are required. The occupations, of pricking, sewing, drawing, and thread games are taken up.

SECTION A—*Stories, Games, and Songs*: Two periods a week. These are based on the Mother Play. (Ten Mother Plays.)

SECTION B—*Froebel's Gifts and Occupations*, (Theory and Practice): Four periods a week. A special study of the fifth, sixth, seventh, eighth, ninth, and tenth gifts. Original and progressive games with each gift are required. The occupations of weaving, interlacing, and parquetry are taken up.

SECTION B—*Stories, Games, and Songs*: Two periods a week. This work is based on the remaining Mother Plays.

SECTION B—*Mother Play*: One period a week. A study of the following plays, the subjects considered being: The instinct of activity in the child and how to meet it; the child a self-making being; effort the law of growth; the instinct of imitation and its value; beginnings of the religious life; first experience of change and what it means to the child; the law of continuity and its effect upon life; and the training of the senses.

SENIOR YEAR.

SECTION A—*Theory of Froebel's Occupations*: Two periods a week. The occupations of folding, cutting, and coloring are taken up.

SECTION A—*Mother Play*: Two periods a week. A study of the following plays, the subjects considered being: How to cultivate a sense of responsibility and time in the child. Value of the individual and its relation to the whole. The child's recognition of nature and its response to him. Environment and its effect upon the child. How true freedom may be attained. Law of compensation. Personal responsibility and its relation to child-training. How to teach children helpful co-operation. The mother love. The father's part. The home. Beginnings

of number. Value of courtesy. Family duties and relations. Rhythm and music and their relation to the child, Retro-spection and its value.

SECTION A—*Kindergarten Methods, Principles, and Program:* One period a week. The work of this class is based on Froebel's Mother Play and Hughes' Educational Laws. The subjects discussed are: self-activity, unity, nature study, individuality, and co-operation.

SECTION B—*Mother Play:* Two periods a week. A study of the following plays, the subjects considered being: Life and its spiritual analogy. How to meet the negative in the child. The transformation of nature and its value to the child. The dignity of labor. The child's relation toward the industrial world. Reconciliation of contrasts. Responsibility of superior to inferior life. The child's relationship to nature. Privilege of nature. Working and doing. Value of the ideal to the child. Training of the conscience. Aspiration. Value of money. The child's relationship to God. How to develop the creative self-activity of the child.

SECTION B—*Kindergarten Principles, Methods, and Program:* One period a week. Advanced work in the kindergarten. The relation of the kindergarten to the primary school is carefully worked out. The intention is not to prescribe a program of work but that the student may test her power to apply educational principles to her daily program of work.

DEPARTMENT OF PHYSICAL EDUCATION.

MISS HILLS.

"Health is Wealth."—Emerson.

All hopeful educational effort presupposes a substantial physical basis. The women who are to teach in our public schools should, first of all, be themselves physically strong, and should be proficient in the exercises which have been found best adapted for school use in developing the bodily vigor and symmetry of the young. To serve these important ends the State Normal School maintains a gymnasium. The work is based upon principles of hygiene and education. It aims to maintain a general healthy state of the body; to train and strengthen the organs, especially the organs of circulation and respiration; to develop the muscular and nervous system; to form correct postures, and to train some of the psychological powers.

Physical Training: Two periods a week throughout the entire course of study.

The regulation suit is required, which consists of a blouse, divided skirt, and low cut gymnasium shoes. The blouse and divided skirt are made of dark blue serge or flannel. The directions for making the suit will be sent to pupils who desire to have their suits made at home. All others must come prepared to purchase them. Expense will not exceed \$5.00.

Educational Gymnastics: Two periods a week in the Senior Year, Section A, of both Professional Courses, devoted to theory, with practical applications. The aim of this course is to acquaint our future teachers with the principles underlying physical training; also to show how these principles are applied to practical work, to prepare the students to teach intelligently school gymnastics and to adapt their work to the varying conditions which may be met. The theory includes talks on the history of physical training, applied anatomy, physiology of exercise, gymnastic movements and positions, terminology, systems of physical training, methods of teaching, common defects among school children, gymnastic games and athletics. Each student

will be required to make plans and teach a section of the class under the supervision of the director. This will be followed by class criticism.

Hygiene: Two periods a week in Section A of the Review Year. The object of this course is to give the pupils the fundamentals of personal and practical hygiene, that they may not only know the importance of good health, but may gain a knowledge of the best means of securing and retaining it.

TEXT BOOK: Elementary Physiology and Hygiene, Conn.

TRAINING SCHOOL DEPARTMENT.

JOSEPH L. JARMAN.....	President
ELMER E. JONES.....	Director
MARY STCLAIR WOODRUFF.....	Principal
MARY STCLAIR WOODRUFF..	Supervisor of Seventh and Eighth Grades
MARY D. PIERCE.....	Supervisor of Fifth and Sixth Grades
FANNIE WYCHE DUNN.....	Supervisor of Third and Fourth Grades
MARGARET WINNIFRED HALIBURTON....	Supervisor of First and Second Grades
MARY V. BLANDY.....	Supervisor of Kindergarten

GENERAL STATEMENT.

The Training School, which consists of a Kindergarten and eight grades, is in charge of a Director assisted by the Principal of the Training School, Heads of Departments, Supervisors, and members of the Senior Class. The purpose of this school is to give to the student-teachers actual experience in solving the various problems which confront the teacher. They are placed in charge of a room and held responsible for its discipline and, are required to teach the different branches in the grades under supervision. They are observed and criticized and directed in methods of instruction. The Director of the Training School, who is also Head of the Department of Psychology and Education will see that the pupils are trained in accordance with the latest educational thought.

No student is allowed to graduate, however proficient she may be in the academic branches, until she has satisfied the Training School Faculty that she is qualified to teach.

ORGANIZATION.

Heads of Departments offer special courses in methods of teaching their several branches. In these courses no attempt is made to give detailed methods, rather a broad, liberal view of the entire subject is aimed at; the work is of such a general nature as to leave the student scope for freedom and originality in adapt-

ing her methods to meet the needs of her particular school. In making out these courses, Heads of Departments consult with the Supervisors.

The special methods employed in carrying out the daily recitations are in the hands of the Supervisors, but are made to harmonize with those given in the methods classes.

Each Supervisor has charge of two grades, in which she does some of the teaching, and devotes the remainder of her time to the supervision of the student-teachers. As occasion offers, she conducts illustrative lessons in the presence of her student-teachers, the amount of such teaching varying with the needs of the grade and of the training class. Student-teachers are required to make daily lesson plans for the Supervisor, to be criticised and returned before the lesson is presented.

The greater part of the criticisms of the student-teachers is given by the Supervisors, yet Heads of Departments observe and criticise the work done in their subjects. All such criticisms are made to the Supervisors. Heads of Departments and Supervisors arrange the matter of criticisms in any way that seems best to them in attaining the end in view.

The Director of the Training School assigns each student-teacher to the grade in which she is to teach. The assignment of the subjects in the grades is made by the Supervisor. Before making such assignments, Supervisors consult with Heads of Departments and, as far as practicable, consider the student-teacher's special qualifications in assigning work.

JUVENILE LIBRARY.

The Training School is equipped with a library containing about eight hundred carefully selected volumes. Student-teachers are assigned work here just as in other departments, and are given practical experience in the administration of a small library among the pupils of the Training School. This library serves the double purpose of giving to the pupils of the Training School the advantages of a library, and at the same time of giving to the student-teachers training in properly directing such libraries as may be located in the schools where they are called to teach.



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TRAINING SCHOOL COURSE OF STUDY

URSE OF STUDY FOR THE KINDERGARTEN

EXPENSES

A fee of \$5.00, payable \$2.50 a term in advance, is charged every pupil entering the Training School. In the first and second grades this fee provides pupils with all material except text books. In the intermediate and grammar grades the following material is supplied: drawing paper, colored crayons, water colors, rules, erasers, dividers, drawing pencils, pen points, ink, theme paper, and pictures for work in language and history.

COURSE BY DEPARTMENTS.

ENGLISH LANGUAGE.

The aim of language study in our schools can be stated with transparent simplicity and clearness. It is to make every child a master of good English for common uses.—*Charles A. McMurry*

FIRST GRADE.

Conversations based on daily events in home and school life, nature observations, and pictures; memorizations of Mother Goose Rhymes, accumulative refrains, and process stories; reproduction of selected myths, fables, and fairy stories. Special attention to correct pronunciation, enunciation, and English. Use of periods and interrogation points taught, also use of capitals.

ORAL LANGUAGE.

Conversation Lessons. Brief exercises following action, investigation, observation of nature or narration of daily events in home and school life; also description of pictures or of objects placed in certain positions, in which the child is led to use correctly the common idioms until they become a part of his oral vocabulary.

Correction of Common Errors. Drills to help overcome incorrect forms of speech.

Picture Lessons. Stories based on pictures which appeal to the child's imaginative faculty.

Reproduction of Stories. Stories told by the teacher and reproduced by the children

Dramatization. Stories which are known dramatized by the children in the simplest way.

Memorization. Mother Goose melodies, rhymes, "memory gems," and short poems memorized.

WRITTEN LANGUAGE.

Capitals and Punctuation. Beginning of sentences, pronoun I, names of persons, days of weeks, months, and lines of poetry. Period and question mark at end of sentences.

Word Study. Recognition of known words in script and print. Writing and pronunciation of such words. List of words classified according to similarity of sound and representing symbol.

SPELLING.

Simple sentences imitated. Phonics introduced so as to give drill in the elements of orthography as well as in clear enunciation and correct pronunciation.

SECOND GRADE.

ORAL LANGUAGE.

Work of the first grade continued. Reproduction of many of the reading lessons.

WRITTEN LANGUAGE.

Capitals and Punctuation. Work of the first grade continued. Period after abbreviation; apostrophe in contractions and in possessive; comma after yes and no, and with names of persons addressed. Quotation marks in undivided quotations; hyphen in division of words by syllables.

Word Study. Work of the first grade continued; syllabication emphasized in special drills.

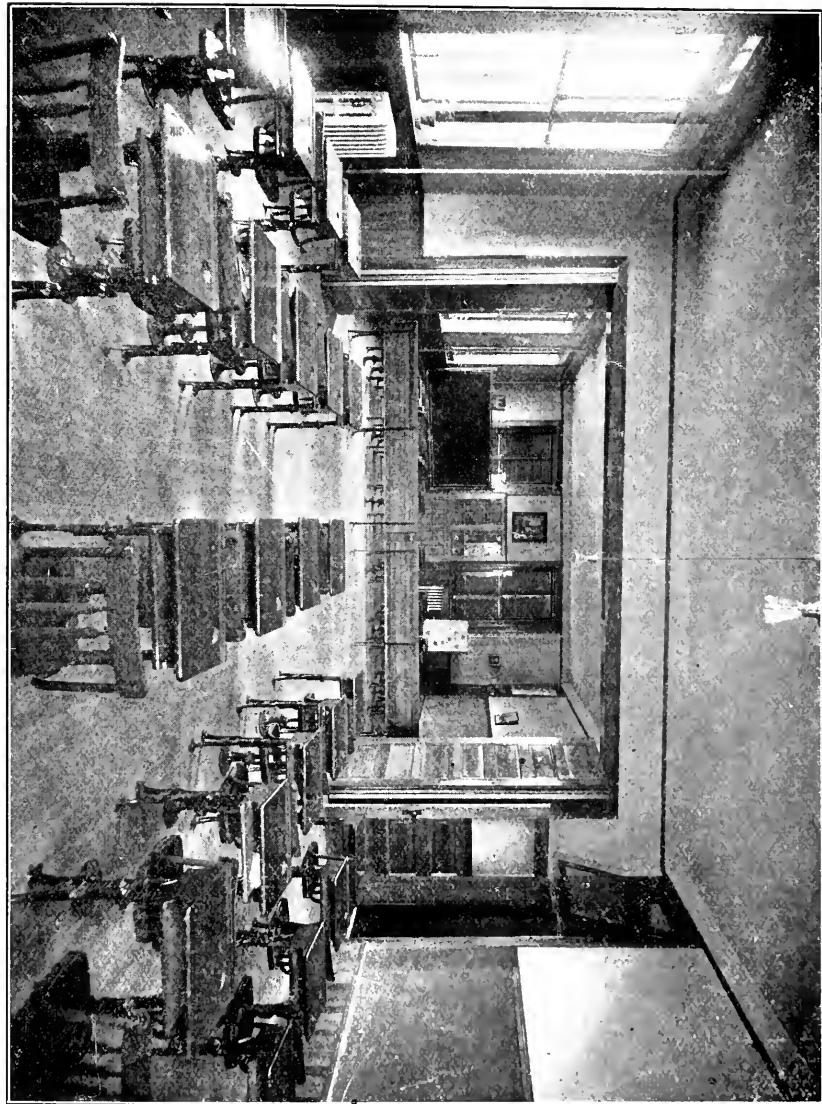
SPELLING.

Work of the first grade continued. A few of the simpler rules of spelling developed inductively. Words from reading and other lessons studied as spelling. Shepp's Word Studies in the pupils' hands.

THIRD GRADE.

ORAL LANGUAGE.

Conversation lessons based on daily happenings at home, at school, in the town or community, and on observation, stories,



pictures, and objects; dramatization of stories and poems; well worded answers to questions in all classes; training in usage, or proper conversational forms; sentence building; word study, for vocabulary gains.

WRITTEN LANGUAGE.

Simple copying of short stories and poems; dictation, for punctuation, capitalization, and other simple formalities; sentence work upon any previous oral lesson; homonyms, contractions, and simplest necessary abbreviations; easy exercises in original composition, one paragraph long; friendly letters.

SPELLING.

Sight, sound, oral, and written spelling, with simplest diacritical marks. Sheppe's "Word Studies" Part II.

TEXT BOOKS: No text book in language in the hands of the children.

FOURTH GRADE.**ORAL LANGUAGE.**

Conversation lessons continued; easy analysis of simple sentences; troublesome verb-forms; formation of regular plurals; special drills on usage to correct common errors; word study for clearness, correctness, variety, and interest; easy incidental grammar, as needed in the understanding of correct language forms.

WRITTEN LANGUAGE.

Copying and dictation continued, for new needs in punctuation and capitalization; simple original work, not more than two paragraphs long, based mainly on personal incidents or experiences, and on easy, short descriptions; elementary principles of paragraphing; work from outlines made by the class.

SPELLING.

Plans of the third grade continued; syllabification and accent; the marking of easy vowels; word grouping; easy synonyms and homonyms; first use of a small dictionary; attention to correct pronunciation.

TEXT BOOKS: Blaisdell's Speller, Part II., and Woodley-Carpenter's "Foundation Lessons in English," Book I., Part I.

FIFTH GRADE.**ORAL LANGUAGE.**

Unceasing attention to usage; careful application of all forms of correct language taught in the lower grades; conversations on personal experiences, school and community happenings; holidays, local excursions, pictures, poems, and stories; description of persons, places and things; topical recitations, and reports based on observation; word study, for variety, accuracy, and beauty; simplest figures of speech; memory work.

WRITTEN LANGUAGE.

Copying poetry and prose to be kept; dictation, for more advanced needs in formalities, with the development of the chief rules for the use of capitals, periods, commas, apostrophes, and quotation marks; formation of possessives; additional contractions, and abbreviations, if necessary; extension of composition to three paragraphs; original compositions upon subjects selected with regard to the knowledge and tastes of the children; letter writing.

SPELLING.

New and difficult words from all subjects; exercises derived from mistakes in papers; root-words and simple derivatives; grouping words by association or similarity; drills upon vowel and consonant sounds; marking vowels and diphthongs; words commonly mispronounced.

INCIDENTAL GRAMMAR.

Sentence study, kinds and parts; nouns, proper and common; subject and object forms of pronouns distinguished; number and tense of troublesome verbs; adjectives and adverbs; simple idea of case.

TEXT BOOKS: Blaisdell's Speller, Part III., and Woodley-Carpenter's "Foundation Lessons in English," Book I., Part II.

SIXTH GRADE.**ORAL LANGUAGE.**

Usage drills continued; oral composition of the fifth grade continued, with additional conversations on school or community

entertainments, interesting or pretty church occasions, visits to places of interest, noteworthy men, women, and children, simple affairs of State, and "Things I have done, and how I did them;" reproduction of matter silently read; topical recitations.

WRITTEN LANGUAGE.

Copying and dictation continued; study of punctuation, accompanied by much observation of punctuation in general reading; drill in sentence and paragraph structure, for variety and smoothness; original papers, of not more than four paragraphs, on topics selected from the oral work; encouragement to self-criticism.

WORD STUDY.

Some discrimination in the choice of words of kindred meanings; toning down gross exaggerations; a little historical word study; simile and personification recognized.

SPELLING.

Fifth grade plans continued, with a thorough review of phonics; the marking of vowels, diphthongs, and consonants; careful attention to pronunciation; simple spelling rules; regular assignments in a speller or other text book.

INCIDENTAL GRAMMAR.

Analysis of simple and compound sentences; proper, common, and collective nouns; rules for plurals; simplest uses of the several cases; personal pronouns distinguished; transitive and intransitive verbs; the copula; auxiliaries most needed; verb-phrases constantly used; number and tense, as needed for agreement; kinds and comparison of adjectives; adverbs, prepositions, and conjunctions.

TEXT BOOKS: Blaisdell's Speller, Part IV., and Woodley-Carpenter's "Foundation Lessons in English," Book II., Part I.

SEVENTH GRADE.

ORAL LANGUAGE.

Usage drills, selecting the forms to be studied from the most difficult ones of the lower grades, with such additions as are found necessary; work of previous grade in oral composition

continued, with additional conversations on noteworthy national events, matters of world-wide interest, distinguished people, occupations and professions; continuation and enlargement of all other plans for oral work.

WRITTEN LANGUAGE.

Dictation continued; sentence and paragraph practice; writing, by outline, reproductions and reports based on reading and observation; original compositions of four or five paragraphs, the principles of paragraphing being carefully regarded; letter writing.

WORD STUDY

Former plans continued and enlarged by definite attempts to extend the vocabulary, to curb absurd extravagances of speech, and to guard against objectionable slang.

SPELLING.

Work of the sixth grade continued in more advanced form; analysis of words and sounds; comparative lists of words; spelling rules.

TECHNICAL GRAMMAR.

Grammar as a formal study begun, but still subsidiary to language work; sentence study; proper, common, collective, and abstract nouns; number, gender, and case; personal, interrogative, and relative pronouns; transitive and intransitive verbs; the copula and the copulative verbs; auxiliary verbs; future, perfect, progressive, and passive verb-phrases; elementary view of infinitive and participle; indicative and imperative modes; adjectives, adverbs, prepositions, conjunctions, and interjections.

TEXT BOOKS: Branson's "Common School Speller," Book II., and Woodley-Carpenter's "Foundation Lessons in English," Book II., Part II.

EIGHTH GRADE.

ORAL LANGUAGE.

Drill work of the seventh grade continued, with the intention of giving the pupils the mastery of the simple essentials of good English; reviews and summaries of all previous forms of usage;

oral composition, as before; how to use reference books: simple view of the history of the English language.

WRITTEN LANGUAGE.

Reviews and summaries of previous work in punctuation and capitalization; synonyms, homonyms, and antonyms; continuation of seventh grade composition, with greater encouragement to independence, individuality, freedom, and fluency; imitation of fables; simplest versification; original stories; principal forms of prose composition studied by illustrations; letter writing.

WORD STUDY.

Previous plans continued; thorough study of slang, its origin, character, and influence.

SPELLING.

Continued upon seventh grade plans.

TECHNICAL GRAMMAR.

Now studied for its own sake, following the subject matter and treatment of a good text book.

TEXT BOOKS: Merrill's "Word and Sentence Book," and Woodley-Carpenter's Grammar.

LITERATURE.

"Whilst that the child is young let him be instructed in virtue and literature."—*Lily*.

In the lower grades, literature and reading are closely allied, and complement each other; both are intended to furnish practice in reading, to quicken responsiveness and to stimulate appreciation of good literature.

An effort is made to acquaint the child with the best books, suited to his development, to give him some knowledge of their authors, and to direct his appreciation, that he may love good books and form the habit of reading them. Especial attention is given to memorizing, that the child's mind may be early stored with fine thoughts fittingly clothed.

The course includes class study, memorizing, home reading, and books that are read to the class.

FIRST GRADE.

Myths, fables, fairy stories, legends, humorous stories, hero stories, history stories, Bible stories told and read to the children. Poems from Eugene Field and other poets read to the children.

SECOND GRADE.

Continuation of work in the first grade.

THIRD GRADE.

To be studied: Selections from reading texts.

To be memorized: Many selections from Stevenson's "Child's Garden of Verses."

To be read to children: "Andersen's Fairy Tales," "Little Lord Fauntleroy," "Alice in Wonderland," "Nights with Uncle Remus," "The Wonderful Chair and the Tales it Told," "Black Beauty," "Santa Claus's Partner," "The Tapestry Room."

FOURTH GRADE.

To be studied: Selections from reading texts.

To be memorized: Selections from "Three Years with the Poets," and poems of Eugene Field and Riley.

To be read to children; "The Jungle Book," "The Little Lame Prince," "Lob-Lie-by-the Fire," "A Queer Little Princess," "The Birds' Christmas Caro," "Lady Jane," "Arabian Nights," selections.

FIFTH GRADE.

To be studied: Selections from "Hiawatha," "Robinson Crusoe," "Three Years with the Poets."

To be memorized: Selections from "Three Years with the Poets," and other lyrics.

To be read to children: "Little Men," "Two Little Confederates," "Melody," "Wild Animals I Have Known," "Lives of the Hunted."

SIXTH GRADE.

To be studied: "Snow-Bound," "The Story of a Short Life," "Rip Van Winkle," Blake's "Graded Poetry Reader," Sixth Year.

To be memorized: Selections from Blake's "Graded Poetry Reader," Sixth Year, and other poems.

To be read to children: "Hans Brinker," "Tilda Jane," "Prince and Pauper," "Captains Courageous," "Sonny Sahib"

SEVENTH GRADE.

To be studied: The lives of Longfellow and Dickens in detail, Sketches of the lives of Irving and Miss Alcott.

Those of Longfellow's poems that illustrate his life. "The Birds of Killingworth" and other nature poems.

In correlation with History: "The Skeleton in Armor," Joaquin Miller's "Columbus," "The Landing of the Pilgrims," "Grandmother's Story of Bunker Hill Battle," "The Song of Marion's Men."

To be memorized: Carlyle's "To-day;" Joaquin Miller's "Columbus," poems from Longfellow, and Nature poems.

To be read to children: "The First Christmas Tree," "Master Skylark," "Will Shakespeare's Little Lad," "Little Women," selections from "Ten Boys from Dickens" and "Ten Girls from Dickens."

Home reading with class discussion: "Captain January," selections from "A Book of Golden Deeds."

EIGHTH GRADE.

Literature based upon chivalry. Nature poems. Further reading of authors previously studied.

To be studied: The life of Scott in detail, sketches of the lives of Lanier, Bryant, and Lowell. "The Vision of Sir Launfal,"

Tennyson's "Sir Galahad," Longfellow's "The Legend Beautiful," "The Fringed Gentian," "The Waterfowl," "The Sand-piper," "The Song of the Chattahoochee."

To be memorized: Browning's "Pippa's Song," "The Legend Beautiful," nature poems.

To be read to children: "The Other Wise Man," "The Life of Helen Keller," "The Man without a Country," "Rebecca of Sunnybrook Farm."

Home reading with class discussion: "Kenilworth," "Evangeline."

"The Youth's Companion" and "St. Nicholas" are taken in the Training School.

READING.

The course is planned to include practice in rapid silent reading, and simple reading for fluency, as well as that which shall exercise the child's power of thought-getting and of expression.

From the earliest grades an effort is made to teach the child that the object of reading aloud is to give thought, not to pronounce words. The ideal attempted is simple and natural reading in a clear voice. Special attention is given to enunciation and articulation.

FIRST GRADE.

Reading taught by the method which combines the phonic with the word or sentence method.

Books used: "Carnefix Chart," "Culture Reader," Book I., "Sunbonnet Babies Primer," Bass' "Beginner's Reader," Haliburton's "Playmates' Primer," Blaisdell's "Child Life Primer," Craik's "Bow-Wow and Mew-Mew," Haliburton's "Graded Classics" First Reader.

SECOND GRADE.

Aims: Power to get thought by silent reading of the printed page; ability to give expression to thought by using good natural tones; knowledge of phonetics which will aid in clear enunciation and correct pronunciation; appreciation, from the beginning, of what is good and beautiful in story and poem.

Books used: Blaisdell's "Child Life" Second Reader, Haliburton's "Graded Classics" Second Reader, Cyr's "Dramatic First Reader," "Culture Reader," Book II., Holbrook's "Hiawatha Primer," Haliburton's "Grimm's Fairy Tales," Baldwin's "Fifty Famous Stories," Eugene Field Reader.

THIRD GRADE.

Books used: Blaisdell's "Child Life." Third Reader; Haliburton's "Graded Classics" Third Reader; Holbrook's "Nature Myths;" Stevenson's "Child's Garden of Verses;" Kit Kala Sa's "Old Indian Legends."

FOURTH GRADE.

Books used: Blaisdell's "Child Life" Fourth Reader; Pratt's "Legends of Norseland;" Scudder's "Book of Legends;" Hazard's "Three Years with the Poets."

FIFTH GRADE.

Books used: Hawthorne's "Wonder Book" Part I; "Tanglewood Tales" Part II; Andrew's "Ten Boys;" Eggleston's "The Hoosier School Boy;" "Three Years with the Poets," Hazard.

SIXTH GRADE.

Books used: Stories of Troy; Ouida's "A Dog of Flanders" and "The Nürnberg Stove;" "Gulliver's Travels;" Blake's "Graded Poetry Reader," Sixth Year; Whittier's "Child Life in Prose and Poetry."

SEVENTH GRADE.

Books used: Longfellow's "Courtship of Miles Standish;" Dicken's "A Christmas Carol;" Lamb's "Tales from Shakespeare;" Irving's "Legend of Sleepy Hollow;" and selected poems.

EIGHTH GRADE.

Books used: Scott's "Ivanhoe;" Stevenson's "Treasure Island;" Burrough's "Birds and Bees;" and selected poems.

ARITHMETIC.

The direct aim of arithmetic teaching, in the grades, should be to meet the needs of, and arouse interest in the number side of life. But, just as it is necessary that the child learn to read before the truths of history and of literature can be revealed to him, so it is necessary that he become master of the pure mechanics of arithmetic before this branch of knowledge can be made to serve him. Hence, as far as knowledge is concerned, there are two prominent purposes in the teaching of Arithmetic: first, acquaintance with certain processes; and, second, acquaintance with valuable facts of a quantitative nature. For the first five years of school life, the first is perhaps most prominent, while for the last three we are concerned principally with the second. Therefore, in arranging the following course, our aim

has been to give in each grade whatever there might be a need for, either in the child's school or home life, and at the same time to let each grade see some one or more of the fundamental processes or practical topics completed.

FIRST GRADE.

Exercises with objects: Counting objects in the school room as chairs, desks, pupils, etc. Later the objects to be counted are limited to blocks, kindergarten sticks, and beads on the numeral frame.

Exercises in the separation and combination of numbers to ten or twelve, every fact of a number being mastered before another number is taken up, all the facts of a number developed first by the teacher with blocks, afterwards reproduced by the children with splints, and the knowledge thus gained applied in making oral problems.

Recognizing numbers in groups, using cards with dots in a group.

Recognizing numbers separated into two groups, using cards with dots arranged in two groups.

Exercises in the use of the terms "one-half," "one-third," and "one-fourth."

Exercises in measuring, using the inch, the foot-rule, and the yard-stick.

Measurements of capacity, using actual measures, pint, quart, gallon, half-gallon, peck, half-peck, and half-bushel.

Teaching money value, using real coin or toy money, playing at buying and selling.

Exercises in learning such forms as the square, oblong, circle, and triangles, the horizontal, vertical, and oblique lines and the right, acute, and obtuse angles.

Exercises with symbols: Reading figures through the hundreds so as to be able to find pages in the books read. Reading Roman numerals through XII so as to be able to tell the time by the clock.

SECOND GRADE.

Work of the first year reviewed in part, the separation and combination of numbers extending to twenty. Counting by

tens to a hundred. Writing and reading numbers through the hundreds, place value being emphasized. Roman numerals through XX. The fractions, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{7}$ and $\frac{1}{8}$, and the arithmetical signs, +, -, \times , \div , =, learned and used in written work with numbers to twenty.

TEXT Book: Pierce's First Steps in Arithmetic. This book in the hands of the pupils.

THIRD GRADE.

Work of previous grades reviewed; multiplication table completed, and short and long multiplication and short division taught; fractional parts and fractions in connection with the multiplication table; writing of United States money; the idea of surface developed; denominate numbers and fractions as given in the text; Roman numerals.

Written work is subordinate to oral.

TEXT Book: Southworth-Stone Arithmetic, Book II., Part I.

FOURTH GRADE.

Work of previous grade reviewed and enlarged upon; underlying principles emphasized; long division taught; measure of surface extended; idea of volume measure developed; some drawing to a scale done; easy bill forms; denominate numbers and fractions as given in text; problems involving two or more processes.

The written statement of problems is begun in this grade, and especial attention is given to form in both oral and written work; oral work daily.

TEXT Book: Southworth-Stone Arithmetic, Book II., Part II.

FIFTH GRADE.

Work of previous grades reviewed; reduction of, and fundamental processes with, common fractions; work in factoring, cancellation, greatest common divisor and least common multiple as necessary to the fraction work; denominate numbers, measurements, and construction work as given in text; introductory work in decimals; neatness and accuracy in written work emphasized; oral work daily.

TEXT Book: Southworth-Stone Arithmetic, Book II., Part I.

SIXTH GRADE.

Work of previous grades reviewed; decimal fractions completed, and easy work in percentage, and in interest; problems involving practical measurements; abundance of oral work.

TEXT BOOK: Southworth-Stone Arithmetic. Book II., Part II.

SEVENTH GRADE.

Work of previous grades reviewed; percentage, with its applications; interest and business arithmetic; mensuration as given in the text. Oral work daily.

TEXT BOOK: Southworth-Stone Arithmetic. Book III., Part I.

EIGHTH GRADE.

Three periods a week. Work of previous grades reviewed; factors, multiples, and divisors discussed; powers and roots; mensuration, proportion; and the metric system.

TEXT BOOK: Southworth-Stone Arithmetic. Book III., Part II.

HISTORY.

The chief aims of the course in *history* are,

1. To equip the pupil with a limited number of facts, chiefly concerning the history of his own country.
2. To make the child acquainted with a few of those men and women of the past who are best worth knowing.
3. By some study of peoples widely separated from us in time, space, and manner of life, to lay the basis for an understanding of the largeness of humanity.
4. By beginning the work with a description of a very simple mode of life, and studying thereafter types of continually increasing complexity, to bring the child to realize that our institutions have slowly grown to their present form, and are yet growing.

The work in *civics* is designed to give the pupil a knowledge of the mechanical workings and of the usefulness of his local, state, and, less completely, of his national, government.

All these specific ends are sought because of the effects upon the mental, moral, and social nature of the child which may be expected from their realization.

History as a distinct subject is begun in the third grade.

THIRD GRADE.

The history of this grade consists of stories of the life of earlier days in our country. The lives of the children of long ago, their school days and Sabbaths, holidays and restrictions; the occupations of the homes, both of New England villages and Southern plantations, when food and clothing, furniture, soap, fuel, and lights were nearly all home products; the perils by fire and Indians; dangers of travel and difficulties of communication; and a few of the achievements which so changed the conditions of life for us, are presented in picturesque stories, which appeal to the child's imagination, create a sympathetic interest in the events of the past, and store his mind with knowledge and images which will enrich his future history study.

Such stories as are available are in the pupil's hands for his own reading; and these are supplemented by stories told by the teacher.

TEXT BOOKS—For study or reference: *Everyday-Life in the Colonies*, Stone and Fickett, *Days and Deeds a Hundred Years Ago*, Stone and Fickett; *Colonial Children*, Pratt.

FOURTH GRADE.

By the time that the pupils have reached this grade, they are demanding stories that are true, not only in general application, but in particular fact. Here, then, with the story of the Roman nation, is begun a study of the conspicuous features of general history, each with an individual as its center. The life, customs, religious beliefs, valor, and achievements of the Romans are shown in the biographies of their great men.

TEXT BOOKS—In the hands of pupils: *Famous Men of Rome*, Haaren and Poland.

FIFTH GRADE.

The work of the first term is occupied with the great cities of Greece, Athens, Sparta, Thebes, their artists, poets and philosophers, their heroes and their conquerors. The story of Greece appears more complex than that of Rome, both from the narrative and from the social view-point; hence the order in which the two are studied.

In the second term are taken up the lives of the chief characters of the Middle Ages.

TEXT BOOKS: Famous Men of Greece, Haaren and Poland; Famous Men of the Middle Ages, Haaren and Poland.

SIXTH GRADE.

English history studied from text; still, however, partaking of the story form.

TEXT BOOK: Stories from English History, Warren.

SEVENTH GRADE.

American history through the Revolution. Work with the textbook is supplemented by library reading and reports. Virginia and Massachusetts receive especial attention as type colonies. The importance of Virginia in the Revolution is emphasized.

TEXT BOOK: United States History, Thompson.

EIGHTH GRADE.

History: United States history from the close of the Revolutionary War to the present time. Virginia's part in the Civil War is emphasized.

History in the seventh and eighth grades is correlated with geography. Appropriate literature will also be studied in connection with the history.

TEXT BOOK: United States History, Thompson.

Civics: Town Government. What is a model town? Town property. Those who serve us.

This subject is studied with its application to Farmville.

County Government. Origin of county. Function of county government. The County Seat. County officers. District officers.

State Government. Throuogh study of the capital city. Legislative department. Executive department. Judicial department.

National Government. A careful study of the national capital. Legislative department. Executive department. Supreme Court.

GEOGRAPHY.

FIRST GRADE.

Geography and Nature Study: Outdoor lessons on hills, valleys, ridges, and meadows; on brooks, ponds, and springs; on rills, gulleys, and rain puddles.

Directed observation of moon and stars, sunrise and sunset, lengthening of day and fall of shadows; of dew or frost, rain or snow, clouds or sunshine. Teaching cardinal points. Teaching names of seasons and watching phenomena of each in turn.

Observation of blooming and fading of flowers, forming, falling and dissemination of seeds, coloring and falling of leaves; ripening and gathering of fruits in the fall. Budding, leafing, and blooming of plants, forming of fruits in the spring.

Observation of animal and insect life in vicinity of school, migration of birds in the fall and return of birds in the spring, hibernation of animals in fall, wakening of animals in spring, forming of cocoons and chrysalids in fall, emerging of moths and butterflies in spring. Lessons in winter on domestic animals and on animals connected with fables and geographical stories.

SECOND GRADE.

Geography and Nature Study: Work of first year reviewed and extended. Lessons on hills, valleys, slopes, ridges, divides; on brooks, creeks, ponds; work of brooks; mud banks or deltas; shore forms found in ponds; idea of hill expanded into that of mountain; meadow into plain; brook into river; pond into lake.

Sky studies continued as in first year. Observation of season phenomena extended by study of forms of water, experiments with boiling water, freezing water, etc.

Plant and animal life continued as in first year. Thorough study of one plant as a whole in the fall, study of the germination of seeds in the spring.

Study of the children of other lands. "Around the World" Book I, in the hands of the children. Study of the animals connected with this reading.

THIRD GRADE.

How the earth supplies our needs: Physical features, temperature, animal and vegetable life taught from observation, object lessons, and stories of other lands.

How we make use of the earth's supplies: Simple comparison of the stages of civilization based upon the use made in each of these facilities. Emphasis given to the idea of advantage resulting from cooperation and community life.

Text Book: Frye's "First Steps in Geography" in hands of teacher.

FOURTH GRADE.

General World Study: Each continent introduced through its relation to the life of the pupil by some familiar product. The prominent features of each noted, with their effect on the lives of its people. Map representation first taught, and much exercise in map reading given.

Text Book: Frye's "First Steps in Geography."

FIFTH GRADE.

Brief review of North America as basis for comparison.

South America and Africa. Surface taught by means of sand maps. Climate explained by position, winds, and ocean currents. Life conditions studied from geographical readers. Text used for pictures, map studies, and review.

Text Book: Frye's "Grammar School Geography."

Readers: Carpenter's "South America," Carpenter's "Africa."

SIXTH GRADE.

Asia, Australia, and Europe as above.

Text Book: Frye's "Grammar School Geography."

Readers: Carpenter's "Asia;" Carpenter's "Europe."

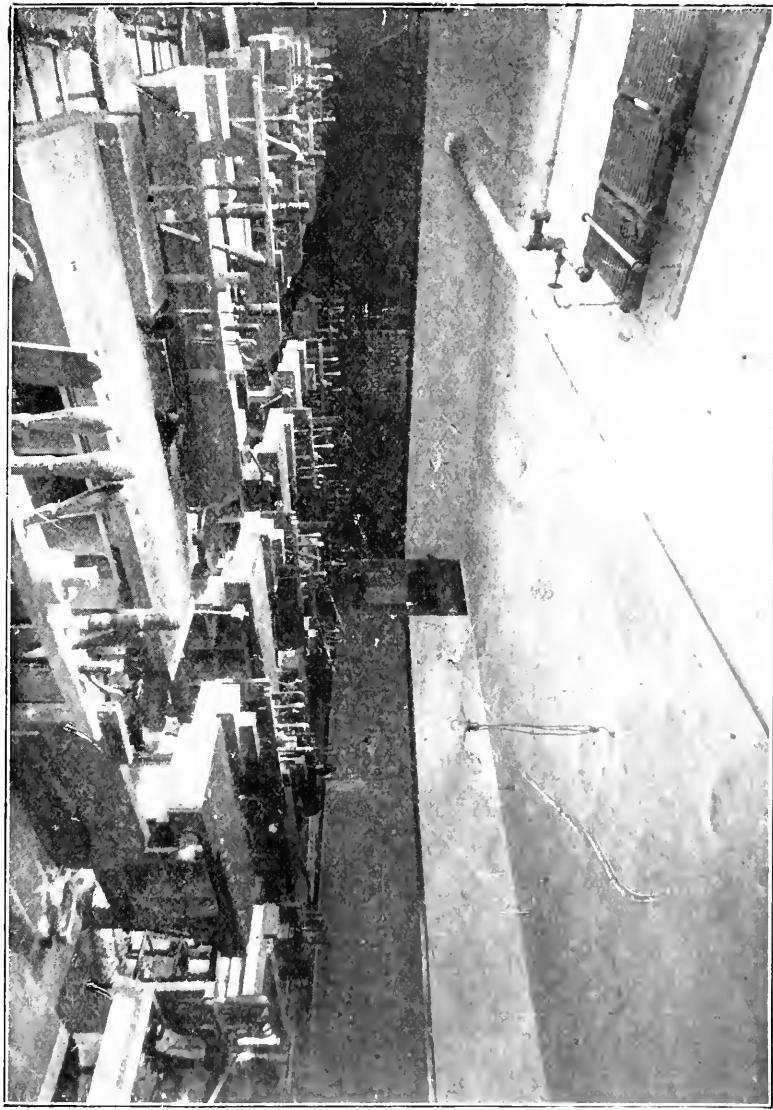
SEVENTH GRADE.

Surface of North America. People, surface, and climate of the United States. Products of the United States. Political Divisions of the United States. Other Countries of North America.

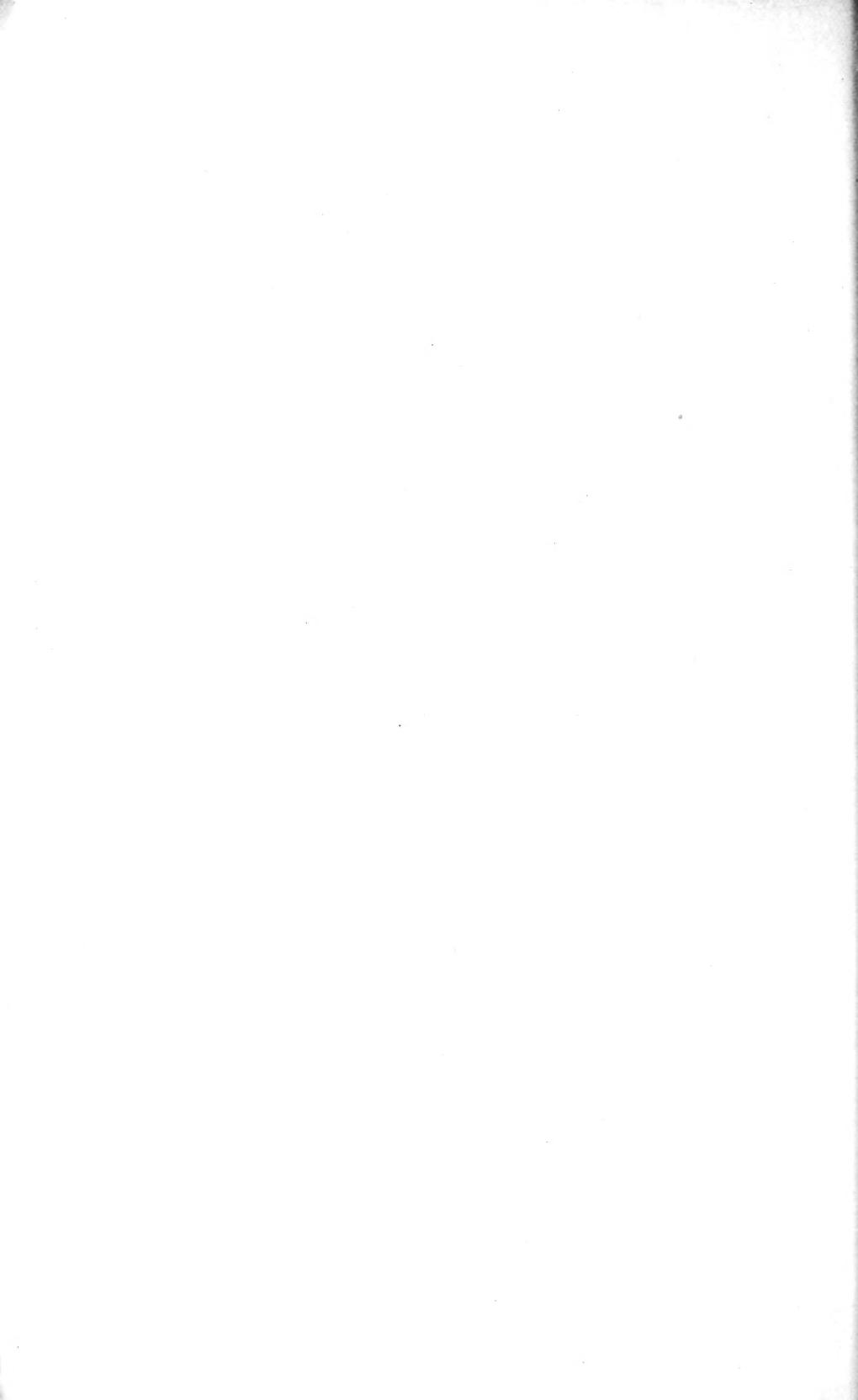
Text Book: Frye's Grammar School Geography.

EIGHTH GRADE.

Review of General Principles of Physical Geography.



MANUAL TRAINING ROOM



Climate of the Earth with mathematical geography. Races of men. Zones of plant and animal life. Commerce. Detached parts of United States. (This is correlated with the study of Territorial Growth of United States in History.)

ELEMENTARY SCIENCE.

For the work of the First and Second Grades, see Geography,—Primary Nature Study and Geography having been treated as one topic.

THIRD GRADE.

NATURE STUDY.

Plant Study: Seed-bearing plants. Observation and study, in fall, winter, and spring, of the following trees,—willow, elm, cottonwood, aspen. Study of a few special flowers, as, forsythia, fruit-blossoms, aspen catkins, dandelion.

Animal Study: Birds, their striking characteristics and types. The following birds selected for observation throughout the year,—house-wren, Carolina wren, catbird, downy woodpecker, humming bird, chimney swift, junco, bluebird, chipping sparrow.

General Study: Objects classified in one of the three kingdoms of matter. Life and season phenomena observed.

FOURTH GRADE.

NATURE STUDY.

Plant Study: Observation during the year of the following trees,—tulip, birch, beech, sycamore.

Animal Study: Reptiles, amphibians, fish, mollusks, spiders, studied through at least one type of each. Insects studied through the moth and butterfly as types. The following birds especially observed during the year,—chickadee, mockingbird, field sparrow, thrasher, pewee, wood thrush, goldfinch, indigo, bobolink.

Sky Study: Attention directed to the winter skies .Simple lessons on the sun, moon, stars, planets, etc., based on Miss Proctor's "Storyland of Stars" and as much observation as practicable.

General Study: Observation of life and season phenomena.

FIFTH GRADE.**NATURE STUDY.**

Plant Study: Spore-bearing plants. Review of seed-bearing plants, for contrast. Adaptation of plants.

Animal Study: Insects. At least one type of each class of insects. Community life among insects: Ants, bees, wasps. Adaptation of insects.

General Study: Organic and inorganic matter. Observation of life and season phenomena, especially birds. Review, collating and summarizing matter developed in Grades III and IV, with especial reference to adaptation.

SIXTH GRADE.**NATURE STUDY.**

Simple experiments on air, water, heat, light, etc.

Plant Study: Special study of trees. Preparatory study of the work of plants, food-making, transpiration, rise of sap, etc. Attention given to the protection of shade trees, care of woodlot, pruning, grafting, budding, etc. Enemies of trees, fungus and insect pests, how to prevent and destroy them.

SEVENTH GRADE.**AGRICULTURE.**

The course in agriculture consists as largely as possible of the observation of plants and soils and of experiments to illustrate their relations to each other. Soil formation, drainage, and tillage are especially dwelt upon. Flowers are studied to illustrate pollination; insects divided into useful and injurious and observed; observations are made in the field of available crops, and a garden is cultivated by the pupils. In a word, the practical is emphasized, rather than the theoretical.

EIGHTH GRADE.**HYGIENE.**

The aim of this course is to acquaint the pupils with the important laws of health. Public and private sanitation are emphasized and certain features of domestic science are introduced, to show the necessity for hygienic care of the home. Krohn's

“Graded Lessons in Hygiene” is used as a text, supplemented by William’s and Fisher’s “Elements of the Theory and Practice of Cookery.”

MANUAL TRAINING.

FIRST GRADE.

Paper Folding and Free Cutting to illustrate Stories. Clay Modeling to illustrate Stories. Form Study. Single Weaving in Paper and Yarn.

SECOND GRADE.

Free Cutting (continued) Paper Construction of simple Models involving the Inch, Half Inch and Quarter Inch. Braiding. Cord Work.

THIRD GRADE.

Illustrations in Clay representing Indian Activities. Design Weaving. More advanced work in Paper Construction. Doll Hammock. Napkin Ring of Raffia. Plain Sewing (running, backstitching, hemstitching.)

FOURTH GRADE.

Sewed Reed and Raffia Baskets. Reed Mats, Reed Baskets. Cardboard Construction and Measurements, Plain Sewing (hemming, hemstitching.) Drawing from dictation in planning dimensions, Decoration and Original work.

FIFTH GRADE.

Mechanical Drawing in two views from dictation. Advanced Cardboard Construction. Basketry in Design (advanced work.) Sewing, planning simple model garments, mending, patching and darning.

SIXTH GRADE.

Mechanical Drawing in three views from dictation (to scale.) Sloyd Knife Work. Construction of various models from pupils, drawings Knife Carving, Original Work.

SEVENTH GRADE.

Mechanical Drawing to Scale. Elementary Bench Work in Wood. Construction of various models from Working Drawings. Original Designs for Models and Decoration.

EIGHTH GRADE.

Mechanical Drawing to Scale. Advanced Bench Work in Wood. Original Designs for Models and Decoration, Carving.

DRAWING.

The course is based on the Prang "Art Education Drawing Book Course." As far as possible the work in drawing is correlated with the other subjects taught in the grade. This is especially true of the primary grades.

FIRST GRADE.

Plant drawing in fall and spring. Very simple landscapes, showing atmospheric effects and the seasons. Spectrum and the colors red, yellow, blue, orange, green, violet. Free expressions in drawings connected with Thanksgiving, Christmas, and other special occasions. Action drawings of people and animals suggested by games and occupations; this done from copy, memory, life. Illustrative drawing.

MEDIUMS: Black and colored crayons, ink, and brush.

SECOND GRADE.

Subject matter similar to that of first grade. Hues of color taught; RO., OY., YG., RV., VR.

THIRD GRADE.

Drawing of plants and vegetables. Placing of these in an enclosing form. Tints and shades of spectrum colors made. Chart in five values. One mode harmony. Space breaking in stripes, borders, and landscape. Appropriate drawing for Thanksgiving, Christmas, and other important days. Drawing from pose suggested by games. These and animal drawings used to illustrate stories, games, historical events, etc. Spring growths.

MEDIUMS: Water colors, crayons.

FOURTH GRADE.

Drawing fall fruits and leaf and flower sprays and their correct placing in enclosing forms. Warm and cool colors. Keying One mode harmony. Space breaking illustrated by designs in

stripes and borders. Proportions of planes. Drawing from pose in familiar attitudes. Drawing of animals, birds, and insects from copy, memory, object. Simple designs derived from plant and animal units.

MEDIUMS: Pencil, crayons, water color.

FIFTH GRADE.

Flowers and leaf sprays, fruits and vegetables put in flat wash in two tones. Complementary colors illustrated by designs in plaids and simple decorative landscapes. Object drawing of spherical and hemispherical forms. Drawings of animals, birds, insects from copy, memory, object.

Drawings of spring growths in outline and flat wash.

Designs based on units derived from material gathered during the session.

MEDIUMS: Pencil, water colors, crayons.

SIXTH GRADE.

Naturalistic drawings of flowers, fruits, vegetables in characteristic color. Interrelated colors, charts made. Design-balance surface patterns, full drop and half drop repetition. Object drawing of cylindrical forms. Detailed study of animals, birds, insects from copy, memory, object-conventionalized flower, and insect forms used as motifs for designs, worked out in simple color harmonies.

MEDIUMS: Pencil, crayons, water color.

SEVENTH GRADE.

Naturalistic drawings of flowers, fruits, leaves in pencil and water color. Decorative arrangements of these. Abstract curves applied in making bowls, cups, vases. Balance of areas. Color scales in five values. Keying for dominant tone. Object drawing of simple groups of curvilinear forms placed in enclosing form with divided background. Drawings of birds and animals, in familiar attitudes from copy, memory, object. Designs in first, second, third mode, motifs derived from animal, insect, and plant forms.

MEDIUMS: Pencil, crayons, water color.

EIGHTH GRADE.

Detailed plant study worked out in characteristic color in values for decorative composition. Color scales in nine values. Abstract spot. Surface designs in first, second, third mode. Object drawings of rectangular forms in pencil. Pose drawing in characteristic attitudes. Drawings of animals and insects from copy, memory, objects. Surface designs and borders, using plant and animal motifs.

MEDIUMS: Pencil, crayons, water color.

MUSIC**FIRST GRADE.**

Songs of the seasons and nature; marching and patriotic and trade songs; those of family relationship. Little hymns. Scale by rote.

TEXT BOOK: Primer, Modern Music Series, Gaynor's, Smith's and other Primary Song Books, in the hands of the teacher

SECOND GRADE.

Rote Songs continued. Ladder song, and scale taught from ladder. Beginnings of notation taught from blackboard.

TEXT BOOK: Primer, Modern Music Series, and any accessible books containing appropriate songs.

THIRD GRADE.

Signature, position of Do, and exercises in the nine common keys. Translation of simple figure exercises by syllable. Use of music copy books. Musical spelling. Tone drill. Rote songs.

TEXT BOOK: Primer, Modern Music Series.

FOURTH GRADE.

Sight reading in simple exercises and songs. Exercises in all nine common keys. Thorough review of signature, and position of Do. Copy book work. Some Rote Songs.

TEXT BOOK: First Book, Modern Music Series.

FIFTH GRADE.

Structure of the major scales, and rules for same. Common accidentals, sharp four and flat seven. Time problems. Trans-

lation and transposition. Songs and exercises sung by syllable at sight. Two part songs.

TEXT Book: Second Book, Modern Music Series.

SIXTH GRADE.

Drill and review of major scales. Key relationship. Copy book work. Two and three-part rounds. Two part songs. Meanings of musical terms.

TEXT Book: Second Book, Modern Music Series.

SEVENTH GRADE.

Major and chromatic scales in all keys. All varieties of rhythm. Marks of Expression. Tone discrimination. Rapid sight reading in all keys. Two part songs. Supplementary songs.

TEXT Book: Common School Book: Modern Music Series.

EIGHTH GRADE.

Same as Seventh Grade.

WRITING.**FIRST GRADE.**

Words and simple sentences copied. Free, large movements encouraged. Unsized and unruled paper and waxed packing crayons or soft pencils used first. Practice in simple dictation begun.

SECOND GRADE.

Pen and ink introduced, copy books used. Natural System of Vertical Writing, Books I and II. Written reproduction of simple sentences written in answer to questions, picture stories, simple compositions on nature subjects, filling in sentences, simplest form of letter writing, regular exercises in dictation.

THIRD GRADE.

Special Aims: Good position of body and pen, free movement, good arrangement of all written work. Copy books used: Natural System of Vertical Writing, Books II and III. Whole-arm drills.

FOURTH GRADE.

Continuation of work of Third Grade. Beginning of forearm drills.

Copy Books: Natural System of Vertical Writing, Books III and IV.

FIFTH GRADE.

Copy Books: IV and V of the Natural System of Vertical Writing.

SIXTH GRADE.

Copy Books: V and VI of the Natural System of Vertical Writing.

SEVENTH GRADE.

Careful attention given to correct position of body and pen. Drills for rapidity of movement.

Copy Books: Natural System of Vertical Writing, Books VI and VII.

EIGHTH GRADE.

Work same as the Seventh Grade.

Copy Books: Natural System of Vertical Writing, Books VII and VIII.

PHYSICAL TRAINING.

A period of fifteen minutes a day is devoted to gymnastic exercises in the various grades. In the first two grades games and gymnastic plays will be used. In the other grades such formal gymnastics as are adapted to school room use will be given—as

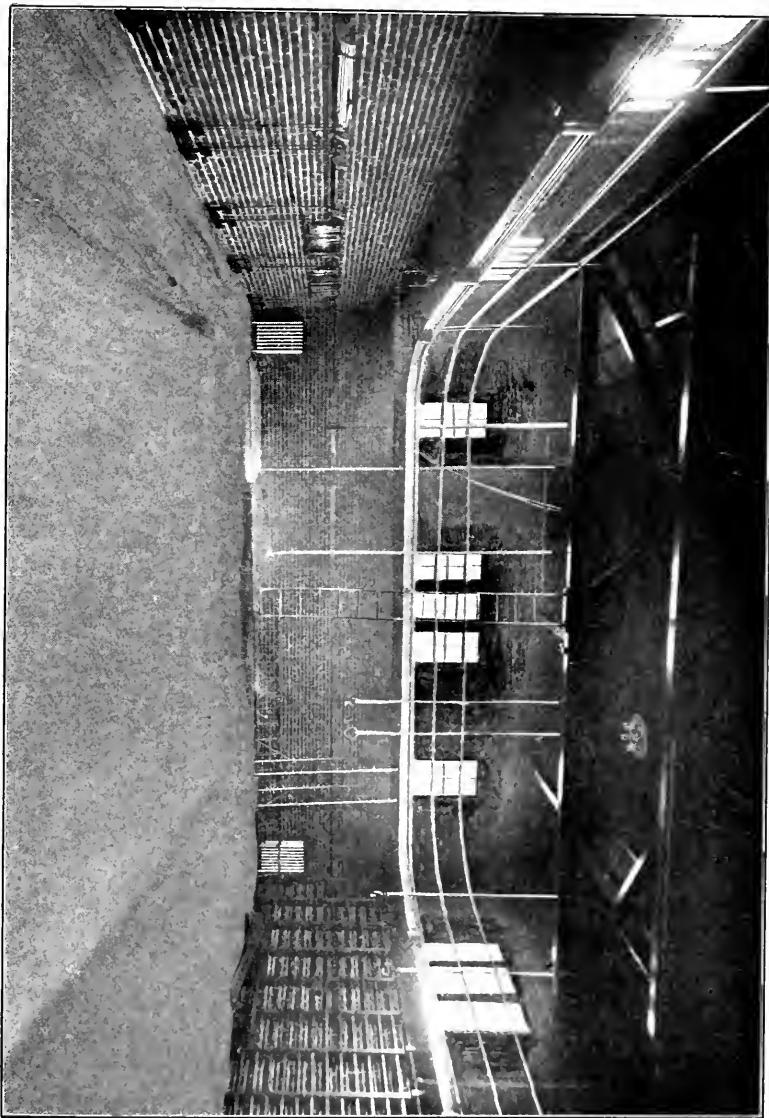
a. Tactics—forward, sideward, and backward marching, marking time, facings.

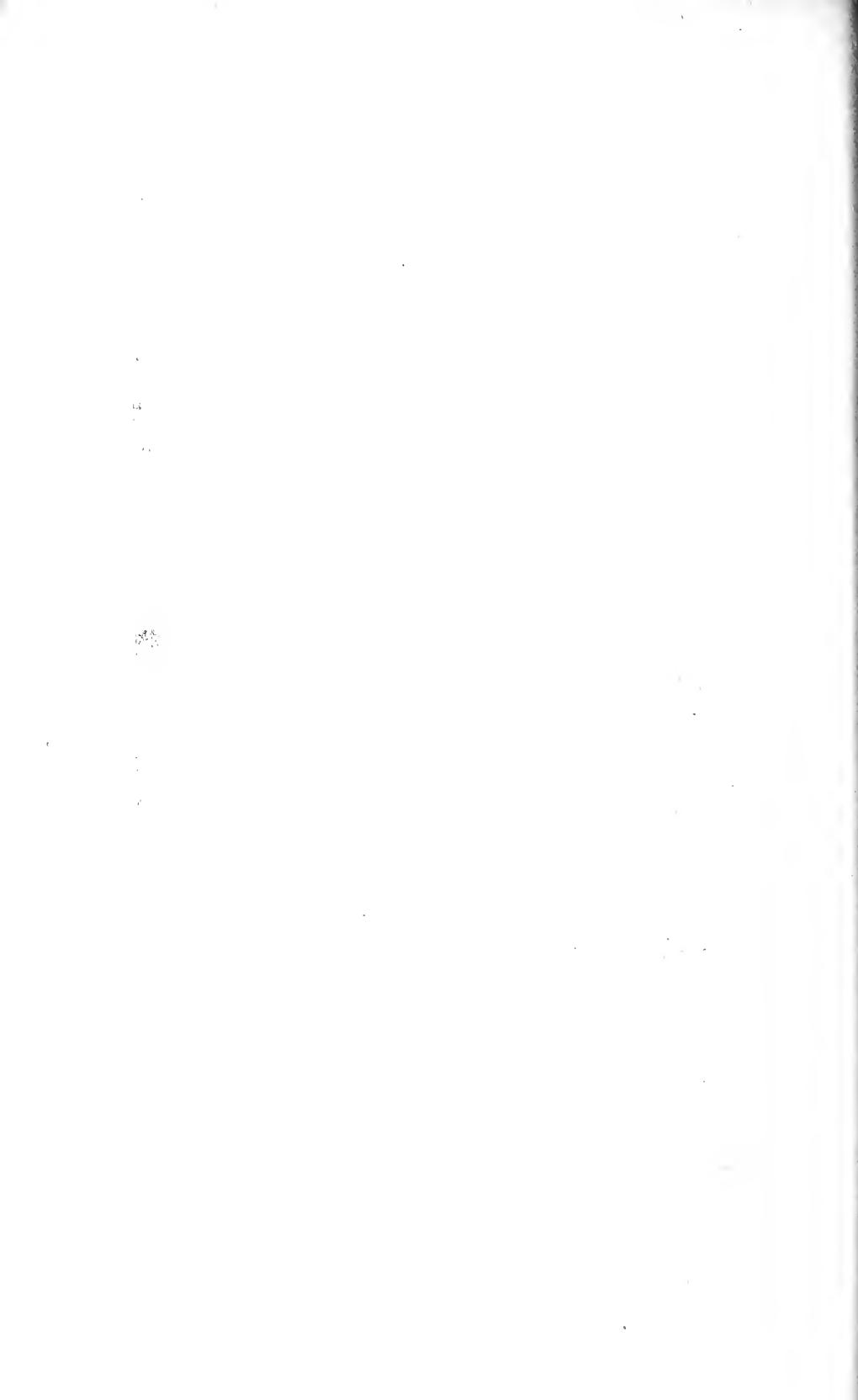
b. Free Exercises—Movements that involve groups of arm, leg, and trunk muscles; head exercises.

c. Hand Apparatus—Dumb-bells, wands, bean bags.

d. Dancing Steps—Running, skipping, hopping and change steps.

e. Games.





LIST OF STUDENTS

NAME.	CLASS.	COUNTY OR CITY.	ADDRESS.
ABBITT, OLA LEE.....	3 B.....	Lynchburg.....	Rivermont
ABBITT, STELLA WATKINS.....	1 B.....	Appomattox.....	Oakville
ADAMS, ROXIE LEE.....	1 B.....	Surry.....	Surry
AGEE, EVLA CLAIRE.....	3 B.....	Buckingham.....	Ransoms
ALLEN, NELLIE GERTRUDE.....	1 B.....	King and Queen, King and Queen	King and Queen
ALLEN, ROBERTA BRUMWELL. Sr. B.....	Cumberland.....	McRae's	Grafton
AMORY, NANNIE LEE.....	1 B.....	York.....	Dillwyn
ANDERSON, CARRIE BURKE.....	2 B.....	Buckingham.....	Farmville
ANDERSON, KATHERINE E.....	Jr. A.	Prince Edward.....	Rondo
ANDERSON, ELISE.....	1 B.....	Pittsylvania.....	Albemarle.....
ANDERSON, LOIS.....	1 B.....	Warrenton	Warrenton
ANDERSON, MARY W. D.....	2 B.....	Rappahannock. Gaines X Roads	Gaines X Roads
ANDREWS, EUGENIA BEVERLEY Jr. B.....	Lynchburg.....	412 Church St.	Campbell.....
ARTHUR, MAGGIE E.....	2 B.....	Campbell.....	Lawyers
ATKINSON, JOHNELLA LOUISE..1 B.....	Prince Edward.....	Farmville	
BAGBY, GILLETTE FLEET.....	3 B.....	King and Queen .. Stevensville	
BAIRD, KEZIA ANNIE.....	1 B.....	Prince Edward.....	Farmville
BAIRD, MARY EVELYN.....	2 B.....	Prince Edward.....	Farmville
BAILEY, JENNIE W.....	3 B.....	Sussex.....	Gray
BAKER, JOSEPHINE INEZ.....	Sr. B....	Louisa....Louisa R. F. D. No. 1	
BALDWIN, KATHLEEN.....	3 B.....	Prince Edward.....	Farmville
BALDWIN, MAMIE FRIEND.....	2 B.....	Prince Edward.....	Farmville
BARHAM, ERCELLE IOLA.....	2 B.....	Southampton.....	Capron
BARR, FLORENCE RAY.....	Sr. B....	Washington, D. C., 1324 10th St.	
BASKERVILL, GORDON C.....	3 B.....	Alleghany.....	Clifton Forge
BATTEN, FLORRIE MARSHALL. Irregualr.	Isle of Wight,.....	Isle of Wight	
BATTEN, LIZZIE LITTLETON...3 B.....	Isle of Wight.....	Isle of Wight	
BAYLEY, CAROLINE BOULWAR. Sr. B.....	Brunswick.....	Lawrenceville	
BEALE, GRACE ISABEL.....	Jr. Kdgtn. James City.....	Williamsburg	
BEDINGER, CAMILLA BLANTON.3 B.....	Cumberland.....	Adriance	
BENNETT, NANNIE LOU.....	3 B.....	Pittsylvania.....	Witt
BERKELEY, SARAH CAMPBELL.3 B.....	Orange.....	Gordonsville	
BERRYMAN, LIZZIE WARREN...2 B.....	Surry.....	Berryman	
BERRY, RUBIE MARIE.....	Sr. A....	Nottoway.....	Crewe
BERSCH, MARY CLARICE.....	3 B.....	Buckingham.....	Diana Mills
BIDGOOD, ANNIE VIRGINIUS..3 B.....	Petersburg...234 Hinton Street		
BINNS, ESTELLE AMELIA.....	2 B.....	Warwick....	Newport News
BIRCKHEAD, MARY ALICE.....	2 B.....	Albemarle.....	Advance Mills
BIRD, RENA ALMA.....	1 B.....	Fauquier.....	Bristersburg
BLANCHARD, MARY WALLACE..Jr. B.....	Bristol....909 Cumber and St.		

List of Students

NAME.	CLASS.	COUNTY OR CITY.	ADDRESS.
BLAND, LILLIAN BEVERLEY...	Irregular..	Buckingham.....	Sheppard's
BLANKENSHIP, TELLIE E.....	1 B.....	Campbell.....	Naruna
BLANKENSHIP, VERNIE.....	Sr. A.....	Campbell.....	Naruna
BLANKS, KATE.....	2 B.....	Halifax.....	Nathalie
BLANTON, EMMA ELIZABETH..	Sr. A.....	Prince Edward.....	Farmville
BLANTON, MARTHA KING.....	Jr. A.....	Prince Edward.....	Farmville
BLANTON, MILDRED E.....	Jr. A.....	Prince Edward.....	Farmville
BLANTON, MARTHA VIRGINIA..	Sr. A.....	Prince Edward.....	Farmville
BLISS, CAROLINE HELEN.....	3 B.....	Prince Edward.....	Farmville
BOATWRIGHT, NELLIE TYLER.	4 B.....	Fredericksburg, Washington Ave	
BOISSEAU, VIVIAN T.....	Jan. Grad.	Dinwiddie.....	Waldemar
BOLLING, SARAH ELIZABETH..	3 B.....	Pittsylvania.....	Elba
BOOKER, MARY FENTON.....	1 A.....	Cumberland.....	Sunny Side
BOWLES, MATTIE EUGENIA..	Jr. Kdg.	Fluvanna.....	Tabscott
BOWIE, ELSIE LEE.....	2 B.....	Roanoke.....	Roanoke
BOWMAN, VERA.....	2 B.....	Madison.....	Rochelle
BOXLEY, KATHERINE TYLER..	1 B.....	Louisa.....	Trevilian's
BOXLEY, LUCY LIPSCOMB..	1 B.....	Louisa.....	Trevilian's
BOYD, NANNIE BELLE.....	3 B.....	Mecklenburg....	Orgainsville
BRAY, BEULA ADAMS.....	1 B.....	Halifax.....	Nathalie
BRAY, OPHELIA SMITHER.....	3 B.....	Middlesex.....	Church View
BRIGGS, MAY ROYALL.....	3 B.....	Rappahannock....	Amissville
BRINKLEY, FRANCES T.....	Jr. B.....	Roanoke.....	Crystal Springs
BRISTOW, NELLIE TREVILIAN.	3 B.....	Prince Edward.....	Farmville
BRITTON, FRANCES CECELIA..	2 B.....	Rockbridge.....	Raphine
BRITTON, KATHERINE S.....	Sr. B.....	New York, N. Y., 304 W. 112 St	
BROOKING, CORA ROGERS....	3 B.....	Orange.....	Orange
BROOKING, MARY VIVIAN....	3 B.....	Orange.....	Orange
BROSIUS, BELLE.....	Sr. B.....	Smyth.....	Marion
BROWN, MARGARET W.....	4 B.....	Rockingham.....	Penn Laird
BROWNLEY, PEACHY VIRGINIA.	3 B.....	Mathews.....	Port Haywood
BRUCE, FLORA ANNE.....	Sr. B.....	Wise.....	Big Stone Gap
BRYANT, VIRGIE EULA.....	2 B.....	Nelson.....	Bryant
BUCKNER, MARSHALL LEE....	3 B.....	Orange.....	True Blue
BURCHER, NANNIE.....	1 B.....	York.....	Grafton
BURGER, L. AGNES.....	3 B.....	Prince Edward.....	Farmville
BURKE, ROSA BELLE.....	3 B.....	Amelia.....	Namozine
BURKS, FRANCES ALLEN....	2 B.....	Campbell.Gladys, R. F. D. No. 3	
BURTON, LILLIAN MARGARET.	1 B.....	King and Queen..	Shacklefords
BURTON, MARY CLAIRE.....	Jr. B.....	Lynchburg.....	1703 Grace St.
BURTON, MARY OCHILTREE....	3 B.....	Augusta.....	Parnassus
BUTLER, ELLA RUSSELL.....	1 B.....	Mecklenburg.....	Boydton
BYERLEY, MOLLIE BLAND....	Sr. B.....	Prince Edward.....	Farmville
BYRD, LILLIAN M.....	2 B.....	Henry.....	Martinsville

NAME.	CLASS.	COUNTY OR CITY.	ADDRESS.
CALDWELL, LIZZIE LORENA	3 B.....	Craig.....	New Castle, R. F. D.
CALDWELL, ROSA BLACKFORD.	Jr. B.....	Campbell.....	Concord
CANODY, MABEL WILLIAMS	1 A.....	Nelson.....	Rose Mill
CARDWELL, ETHEL	2 B.....	Campbell.....	Concord
CARLIN, ROSELLA	1 B.....	Prince Edward.....	Worsham
CARRINGTON, LOTTIE CULLEN	3 B.....	Charlotte.....	Charlotte
CARTER, ADELE VIRGINIA	2 B.....	Albemarle.....	Schuylerville
CARTER, ALICE E.....	Sr. B.....	Fauquier.....	Warrenton
CARTER, ILA MOSELLE	1 B.....	Caroline.....	Upper Zion
CARUTHERS, CARRIE NINDE	3 B.....	King George.....	Alden
CASTILE, ALICE LEE	Sr. B.....	Norfolk.....	192 Bute St.
CHANAY, FLORA E.....	3 B.....	Pittsylvania.....	Sutherlin
CHANAY, MAMIE LAMAR	Jr. A.....	Pittsylvania.....	Sutherlin
CHAPMAN, DAISY CORNELIUS	Jan. Grad.	Isle of Wight.....	Raynor
CHAPMAN, HANNAH LEE	3 B.....	Isle of Wight.....	Raynor
CHAPMAN, MINNIE JAIRA	3 B.....	Isle of Wight.....	Smithfield
CHAPPELL, KATHLEEN	2 B.....	Dinwiddie.....	Dinwiddie
CHARLTON, LIZZIE KIRBY	2 B.....	Pulaski.....	Draper
CHESSER, M. CARRIE	3 B.....	Accomac.....	Horntown
CHRISMAN, HALLIE BRYARLY	3 B.....	Clarke.....	White Post
CHRISTIAN, FANNIE LOWRY	Sr. A.....	Appomattox.....	Vera
CLAIBORNE, MAMIE ELSIE	2 A.....	Prince Edward.....	Farmville
CLARK, ANNE P.....	3 B.....	Bluefield, W. Va.	106 Tazewell St.
CLARK, AZULAH WALKER	1 B.....	Norfolk.....	Portsmouth
CLARK, LUCRETIA VIRGINIA	Jan. Grad.	Amelia.....	Jetersville
CLARK, MAY PEARL	3 B.....	Dinwiddie.....	Blickville
CLAY, ANNIE LELIA	Sr. B.....	Dinwiddie.....	Church Road
CLAY, LUCILE J.....	2 B.....	Dinwiddie.....	Church Road
CLAY, MARGARET	Jr. B.....	Amherst.....	Pearch
CLEMENTS, GRACE TERRELL	Jr. B.....	Hanover.....	Beaver Dam Mills
CLEVELAND, LOUISE L.....	2 B.....	Rockbridge.....	Glasgow
CLOPTON, MARY ELIZA	3 A.....	York.....	Oak Tree
CLUVERIUS, JENNIE MAY	3 B.....	King and Queen, Little Plymouth	
COBB, RUTH BATTEN	Jan. Grad.	Southampton.....	Ivor
COCHRANE, MARY RANDOLPH	2 B.....	Greenesville.....	Emporia
CODD, ALIDA L.....	2 B.....	Norfolk.....	Portsmouth
COLEMAN, ELLA MABEL	2 B.....	King and Queen.....	Daisy
COLEMAN, JANNA PAREEZA	Irregular	Appomattox.....	Spout Spring
COLEMAN, LINDA M.....	1 B.....	Dinwiddie.....	Meridian
COLTON, CLARA AVERY	Sr. B.....		Newton, N. C.
CONDREY, FANNIE WATKINS	1 B.....	Chesterfield.....	Winterpock
COOK, JANIE WINGFIELD	Jr. B.....	Danville.....	839 N. Main Street
COPENHAVER, HATTIE V.....	1 B.....	Smyth.....	Seven Mile Ford
COPENHAVER, NELLIE H.....	Irregular	Smyth.....	Marion

List of Students

NAME.	CLASS.	COUNTY OR CITY.	ADDRESS.
COX, HATTIE REBECCA.....	3 B.....	Prince Edward.....	Farmville
COX, SUSIE M.....	3 A.....	Isle of Wight.....	Smithfield
CREEKMORE, GEORGEIA MAY..	3 B.....	Norfolk.....	218 Rose Ave.
CREWS, LUCY MERRITT.....	1 B.....	Mecklenburg.....	Norvello
CREWS, TRIXIE CATHERINE..	2 A.....	Halifax.....	Vernon Hill
CRUMP, EUGENIA MAY.....	1 B.....	New Kent Quinton,R.F.D. No. 1	
CRUTE, HATTIE WINIFRED....	Sr. B.....	Buckingham.....	Curdsville
DAUGHTRY, DORIS.....	2 B.....	Isle of Wight.....	Carrsville
DAVIDSON, MABEL W.....	3 B.....	Rockbridge.....	Lexington
DAVIDSON, MARGARET G.....	Sr. B.....	Rockbridge.....	Buena Vista
DAVIDSON, MARY VIRGINIA..	Sr. B.....	Prince Edward.....	Farmville
DAVIDSON, WIRT.....	Jr. B.....	Lee.....	Jonesville
DAVIES, ELVA E.....	3 B.....	Campbell.....	Evington
DAVIS, ELIZABETH GERTRUDE..	Sr. B.....	Prince Edward.....	Farmville
DAVIS, MARGARET MORTON..	3 B.....	Prince Edward.....	Farmville
DAVIS, MARY KYLE.....	3 B.....	Bedford.....	Bedford City
DAVIS, MILDRED MAY.....	Irregular.	Dinwiddie.....	Blackstone
DAVIS, NANNIE MAY.....	2 A.....	Prince Edward.....	Meherrin
DAVIS, SUDIE PATE.....	4 B.....	Halifax.....	Birch
DEBAUM, THEODOSIA T.....	Jan. Grad.	Norfolk	Berkley
DELP, LILLIAN VIRGINIA.....	4 B.....	Grayson.....	Elk Creek
DICKENSON, MARY EVANS..	2 B.....	Franklin.....	Union Hall
DILLARD, ELLA MARTIN.....	2 A.....	Henry.....	Axton
DORSETT, CLARE PEARLE.....	1 B.....	Grayson.....	Fries
DUDLEY, BLANCHE W.....	1 B.....	Princess Anne.....	Indian Creek
DUNCANSON, ANNA LETH....	Jr. B.....	Henrico.....	Barton Heights
DUNLAP, ISABELLE WALLACE.	2 B.....	Rockbridge.....	Kerr's Creek
DUNTON, BELLE SARAH.....	Sr. B.....	Northampton.....	Birds Nest
DUPUY, MARY PURNELL.....	3 B.....	Prince Edward.....	Worsham
DUVAL, CASSI LOUISA.....	1 B.....	Buckingham.....	Arvoniah
DUVALL, EDITH BRENT.....	Sr. Kdgn.	Prince Edward.....	Farmville
DUVALL, JANET A.....	Sr. B.....	Prince Edward.....	Farmville
DRUMMOND, HELEN.....	2 B.....	Powhatan.....	Clayville
EDWARDS, A. ELIZARETH....	Sr. B.....	Newport News, 1031 25th St.	
ELCAN, LUCY IRVING.....	2 B.....	Buckingham.....	Sheppard
ELLIOTT, MAMYE.....	2 B.....	Elizabeth City.....	Rip Raps
ENNIS, SADIE.....	2 B.....	Middlesex.....	Jamaica
ENOS, MARION VIRGINIA....	3 B.....	Mathews.....	Port Haywood
EVERETT, MARY ELIZABETH..	3 B.....	Nansemond.....	Beamon
EWING, MAGGIE LEE.....	3 B.....	Prince Edward.....	Meherrin
FALLWELL, CLARA.....	Sr. B.....	Prince Edward.....	Farmville
FALLWELL, EUGENIA.....	Jr. A.....	Prince Edward.....	Farmville

NAME.	CLASS.	COUNTY OR CITY.	ADDRESS.
FARINHOLT, LOUISE ALLEN	Sr. B.	New Kent	Plum Point
FARISK, EMMA STOCKTON	Irregular	Albemarle	Rivanna
FISKE, ETHEL MAY	2 B.	Norfolk	Indian Creek
FITCHETT, FLORA LEAH	2 B.	Northampton	Cheapside
FITCHETT, MISSOURI TROWER	2 B.	Northampton	Cheapside
FITZGERALD, GERALDINE	Jr. B.	Danville	1004 N. Main St.
FITZGERALD, SALLIE TAZEWEL	4 B.	Richmond	114 E. Cary St.
FITZPATRICK, MARY HAWES	2 B.	Nelson	Arrington
FLETCHER, MARTHA ANN	1 B.	Amherst	James River
FLOURNOY, ISABEL CABELL	Jr. A.	Charlotte	Charlotte
FORBES, LOUISE FLIPPEN	2 B.	Cumberland	Olesko
FORD, LOUISE A.	2 B.	Clarke	Boyce
FOSTER, IVA	1 B.	Prince Edward	Farmville
FOSTER, LAVERNA	2 B.	Cumberland	Guinea Mills
FOSTER, MABEL ELIZABETH	3 B.	Mathews	Cardinal
FREEMAN, GRACE S.	1 B.	Culpeper	Culpeper
FRETWELL, IDA VIRGINIA	Jr. A.	Augusta	New Hope
FRETWELL, MATTIE BELLE	Jr. A.	Augusta	New Hope
FRIEND, ELIZA HENDERSON	1 B.	Charlotte	Drake's Branch
FULTON, KATE PENN	3 B.	Patrick	Critz
GARTEE, FLORENCE ESTHER	2 B.	Campbell	Lawyers
GARRETT, ANNIE LEONORA	Jr. A.	Cumberland	Cumberland
GARRETT, SADIE IVEY	1 B.	Cumberland	Cumberland
GARRISON, VIRGINIA McBLAIR	Jr. B.	Norfolk	226 Raleigh Avenue
GARROW, ANNIE GRAY	3 B.	Warwick	Denbigh
GENTRY, BLANCHE MADELINE	4 B.	Petersburg	250 Hinton St.
GIBBS, ELIZABETH	1 A.	Albemarle	Howardsville
GILLESPIE, LOIS VIRGINIA	Jan. Grad.	Accomac	Temperanceville
GILLIAM, HATTIE BELLE	Sr. B.	Prince Edward	Farmville
GILLIAM, LENA MILLER	2 B.	Prince Edward	Farmville
GILLIAM, MAGGIE NEVILLE	2 B.	Buckingham	Toga
GILLS, BESSIE POINDEXTER	3 B.	Botetourt	Buchanan
GLADDING, ETHEL	2 B.	Accomac	Atlantic
GLASGOW, MARY THOMPSON	Sr. B.	Rockbridge	Buena Vista
GLASGOW, OTELIA McNUTT	1 B.	Rockbridge	Buena Vista
GLEAVES, ALINE	1 B.	Wythe	Cripple Creek
GOODE, MARY ARMISTEAD	1 B.	Charlotte	Randolph
GORDON, ADA B.	3 B.	Madison	Madison
GRAHAM, GERALDINE	Jr. A.	Nottoway	Crewe
GRAHAM, GRACE NORA	Jr. B.	Wise	Big Stone Gap
GRAY, IDA EVELYN	1 A.	Caroline	Woodford
GRENELS, EFFIE MYRTLE	Jr. B.	Middlesex	Wake
GRESHAM, MARIA LETITIA	3 B.	Fairfax	Herndon

NAME.	CLASS.	COUNTY OR CITY.	ADDRESS.
GRIGG, MATTIE LEE.....	2 B.....	Prince Edward.....	Farmville
GRUBBS, ADA BLANCHE.....	1 B.....	Henrico, Richmond, R.F.D. No 1	
GRUBBS, ALICE LOUISE.....	2 B.....	Surry.....	Dendron
GUY, MARY SIDNEY.....	Jan Grad.	Nottoway.....	Winnie
GWALTNEY, MARY LAYNE.....	2 B.....	Surry.....	Old Mill
HAARSTRICH, AUGUSTA.....	1 B.....	Halifax.....	News Ferry
HAIGHT, ELIZABETH BARLOW.....	2 A.....	Fairfax.....	Fairfax
HALL, SUSAN POWERS.....	3 B.....	Westmoreland.....	Templeman's
HAMILTON, REVA GOLD.....	2 B.....	Albemarle.....	Charlottesville
HAMLETT, SUE ELIZABETH.....	Sr. B.....	Prince Edward, Farm'le, R.F.D.	
HANNABASS, MAUDE HENRIE Jr. B.....	Franklin.....		Kennett
HARRIS, ALMA VIOLET.....	1 B.....	Spotsylvania.....	Hicks Store
HARRIS, IRMA FOSTER.....	1 B.....	Prince Edward.....	Pamplins
HARRIS, JOYCE ELIZABETH.....	1 B.....	Prince Edward.....	Prospect
HARRISON, MARION ANDERSON	2 B.....	Norfolk.....	Box 670
HARRISON, EMMA B.....	2 B.....	Madison.....	Madison
HARRISON, EMILY MARGARET	3 B.....	Dinwiddie.....	Harper's Home
HARRISON, ISABELLE W.....	Jr. A.....	Powhatan.....	Vinita
HARVEY, SALLIE V.....	2 B.....	Nelson.....	Bryant
HARWOOD, JANIE STUART.....	1 B.....	Appomattox.....	Pamplin
HASKINS, AVA WILLING.....	2 B.....	Richmond.....	505 N. 11th St.
HASKINS, MATTIE BLANCHE.....	2 B.....	Prince Edward.....	Meherrin
HASSELL, IDA VIOLA.....	Jr. B.....	Newport News.....	105 27th. St.
HATCHER, LELIA BELLE.....	3 B.....	Bedford.....	Penick's
HAYNES, ELIZABETH.....	Jr. B.....	Franklin.....	Rivermount
HEARRING, MABELLE.....	2 B.....	Norfolk.....	Fentress
HENDRICK, COURtenay H.....	1 B.....	Mecklenburg.....	Palmers Springs
HEATH, ALMA FRANCES.....	1 A.....	Amelia.....	Crump
HESSE, SARAH MAE.....	3 B.....	Augusta.....	Steele's Tavern
HIGGINBOTHAM, SUSIE W.....	2 B.....	Nelson.....	Bryant
HILL, LOUISE ANDERSON.....	1 A.....	Dinwiddie.....	Forge
HISCOCK, MARY CATHERINE.....	3 B.....	Dinwiddie.....	Church Road
HITE, IDA FLOYD.....	1 B.....	Mecklenburg.....	South Hill
HOBACK, EFFIE MYRTLE.....	1 B.....	Montgomery.....	Alleghany Sprs
HOLLAND, ANNIE BOLEYN.....	1 B.....	Louisa.....	Poindexter
HOLLAND, MARIE LOUISE.....	1 B.....	Isle of Wight.....	Windsor Station
HOLT, MARY SILLS.....	Sr. Kdgns.	Norfolk.....	251 Main St.
HONAKER, EDITH BROWN.....	3 B.....	Pulaski.....	Draper
HOPKINS, EMMA ROSETTA.....	1 B.....	Barton Heights, 502 Miller Ave.	
HOUPT, MYRTLE FERNE.....	Jan. Grad.	Loudoun.....	Leesburg
HORNER, MARY PICKETT.....	Jr. B.....	Lynchburg.....	919 Harrison St.
HOWARD, BERNICE.....	Jr. A.....	Pulaski.....	Pine
HOY, MARTHA ALBINE.....	4 B.....	Charlotte.....	Charlotte
HUBBARD, ESTELLE BARTON.....	1 B.....	Charles City.....	Roxbury

NAME.	CLASS.	COUNTY OR CITY.	ADDRESS.
HUBBARD, ETHEL BRADLEY.....	4 B.....	Charles City.....	Roxbury
HUMBERT, OUIDA M.....	Irregular..	Botetourt.....	Troutville
HUNDLEY, JULIETTE J.....	Jan. Grad.	Prince Edward.....	Farmville
HUNDLEY, KITTYE BEAUFORT	1 A.....	Pittsylvania.....	Sandy River
HUNLEY, ADELE.....	3 B.....	Mathews.....	Mathews
HUNTER, GRACE OTT.....	Irregular..	Augusta.....	Lipscomb
HURDLE, NELLIE BARTON.....	2 B.....	Norfolk.....	Berkley Station
HURD, WILLIE AYERS.....	Sr. A.....	Prince Edward.....	Farmville
HUTTER, IMOGEN GORDON.....	Jr. B.....	Lynchburg.....	R. F. D. No. 1
IRBY, RUFENIA WYATT.....	1 B.....	Hanover.....	Vontay
JAMISON, ELEANOR NEALE.....	Sr. B.....	Roanoke.....	Salem
JOHNS, SARAH HATCHER.....	3 B.....	Buckingham, Farmville, R. F. D	
JOHNSON, BEULAH.....	3 B.....	Elizabeth City.....	Rip Raps
JOHNSON, NELLIE FRENCH.....	Sr. B.....	Prince Edward.....	Farmville
JOHNSTON, NETTIE.....	2 B.....	Rockbridge.....	Murat
JONES, ANNE LOUIS.....	2 B.....	Mecklenburg.....	Kimono
JONES, ANNIE LOUISE.....	3 B.....	Buckingham.....	Sheppards
JONES, BESSIE GORDON.....	2 B.....	Prince Edward.....	Farmville
JONES, BESSIE GRAY.....	2 B.....	Henry.....	Martinsville
JONES, BYRDIE MAY.....	Jr. B.....	Fauquier.....	Morrisville
JONES, CHARLIE RICHARD.....	3 B.....	Prince Edward.....	Farmville
JONES, EMMA BROADDUS.....	2 B.....	Culpeper.....	Raccoon Ford
JONES, FLORIDA.....	3 B.....	Nansemond.....	Beamon
JONES, FRANK PRESCOTT.....	Sr. B.....	Prince Edward.....	Farmville
JONES, LILLIAN BERLIN.....	Sr. B.....	Clarke.....	Berryville
JONES, LOUISE JORDAN.....	4 B.....	Nansemond.....	Driver
JONES, MAMIE LUCY.....	4 B.....	James City.....	Williamsburg
JONES, MARIAM AGNEW.....	3 B.....	Nottoway.....	Crewe
JONES, MARY HESTER.....	3 B.....	Highland.....	Doe Hill
JONES, MARY WILLIAM.....	2 B.....	Mecklenburg.....	Kimono
JORDAN, ELSIE MARIE.....	2 B.....	Halifax.....	Republican Grove
JORDAN, HELEN.....	Sr. A.....	Alleghany.....	Clifton Forge
JOYNER, LIZZIE WILLS.....	1 B.....	Southampton,	Franklin, R. F. D. No. 1
KABLER, LUCY P.....	2 B.....	Campbell....	Bedford Springs
KENT, FLORENCE MANA.....	2 B.....	Washington, D. C.	The Rockingham
KENT, JULIA IONE.....	Sr. B.....	Northumberland.....	Hopeside
KENT, MARY EMMA.....	1 B.....	Halifax.....	Ingram
KING, IDA.....	Irregular..	Halifax.....	Omega
KING, MARIETTA.....	3 B.....	Isle of Wight, Windsor Station	
KING, MARY PAMELIA.....	2 B.....	Campbell, Forest, R. F. D. No. 2	

List of Students

NAME.	CLASS.	COUNTY OR CITY.	ADDRESS.
KNOTT, MARY KATHERINE....	Sr. B.....	Dinwiddie.....	Church Road
KYLE, CAORLINE LLEWELYN..	Sr. B.....	Prince Edward.....	Farmville
LA BOYTEAUX, ETHEL SCOTT...	Irregular.....	Charles Town, W. Va	
LACKEY, MARY GILL.....	3 A.....	York.....	Lackey
LANCASTER, ANNIE LEITCH..	Sr. A.....	Hanover.....	Ashland
LAND, FRANCES YOUNG.....	2 B.....	Greenesville.....	Belfield
LANE, EDITH GERTRUDE.....	2 B.....	Surry.....	Runnymede
LAUGHON, MAUD ELIZABETH..	2 B.....	Bedford.....	Leesville
LAW, ESTHER CATHERINE....	1 B.....	Pittsylvania.....	Swansonville
LEE, DAISY VIRGINIA.....	2 B.....	Dinwiddie.....	DeWitt
LEE, SALLIE.....	Sr. B.....	Nottoway.....	Crewe
LEFTWICH, ANNIE OTTOWA....	3 B.....	Campbell, Evington, R.F.D. No. 3	
LEMOINE, ESTHER PRIMROSE.	1 B.....	Richmond.....	Irondale
LEONARD, LOIS GERTRUDE....	Jan. Grad.	Hampton	135 Linden Ave.
LEWELLING, EMILY.....	Jr. B.....	Hampton.....	253 N. N. Ave.
LEWIS, FANNIE P.....	Jr. A.....	Pittsylvania.....	Sutherlin
LEWIS, SALINA S.....	1 B.....	Culpeper, Culpeper, R.F.D. No. 1	
LEYBURN, JANIE PRICE.....	1 B.....	Prince William.....	Manassas
LIGON, ANNIE.....		Irregular.	Cumberland.....
LIGON, ELLEN.....	1 B.....	Cumberland.....	Farmville
LIGON, ETHEL V.....	Sr. B.....	Amelia.....	Mattoax
LIGON, MYRTLE W.....	2 B.....	Cumberland.....	Farmville
LIGON, SUSIE M.....	1 B.....	Prince Edward.....	Farmville
LINKOUS, ORA ANICE.....	3 A.....	Montgomery.....	Cambria
LINKOUS, WINNIE RACHEL..	2 B.....	Montgomery.....	Cambria
LYNCH, NELLIE.....	Irregualr.	Tazewell.....	Benbow
McCLINTIC, ARCHIE BELLE..	2 B.....	Bath.....	Shanklin
McCLINTIC, BLANCHE BONNER.	2 B.....	Bath.....	Shanklin
McCORMICK, HALLIE MAY....	Sr. B.....	Bedford City, 230 W. Main St.	
McCRAW, RICHIE S.....	3 B.....	Halifax.....	Nathalie
McDANALD, BETTIE WILSON..	3 B.....	Alleghany.....	Covington
McGEHEE, LILA HASKINS....	3 B.....	Prince Edward.....	Abilene
MCLEAN, ANNIE BELLE.....	3 B.....	Mecklenburg.....	Clarksville
McKEE, MAUDE.....	3 A.....	Washington.....	Glade Spring
MAHON, MATTIE BUTLER....	2 B.....	Carolina.....	Bagby
MANN, REBECCA H.....	Sr. A.....	Albemarle.....	Red Hill
MARCUSON, CORNELIA.....	2 B.....	Brunswick.....	Zero
MARKS, EDNA ANNIE.....	2 B.....	Prince George.....	Newville
MARSHALL, ANNIE MAE.....	Sr. B.....	Newport News, 914 26th Street	
MARSHALL, BESSIE W.....	1 A.....	Danville.....	R. F. D., No. 2
MASON, CARRIE KNOLL.....	Sr. B.....	Amelia.....	Mattoax
MASON, ELIZABETH MAY....	2 B.....	Accomac.....	Bloxom

NAME.	CLASS.	COUNTY OF CITY.	ADDRESS.
MASON, GRACE.....	1 B.....	Accomac.....	Hopeton
MATHEWS, EMMA J.....	3 B.....	Roanoke.....	409 Roanoke St.
MATHEWS, PEARL DENTON.....	3 B.....	Brunswick.....	Meredithville
MAUZY, MARTHA SCOTT.....	2 B.....	Highland.....	New Hampden
MAUZY, MOLLIE.....	Jr. A.....	Highland.....	New Hampden
MAXEY, LAURA ELLEN.....	3 B.....	Buckingham.....	Ransons
MAYES, MARGERY WALLER.....	Irregular.....	Greenesville.....	Belfield
MILLER, RUBY HEDGINS.....	3 B.....	Mathews.....	Susan
MILLS, ETHEL L.....	4 B.....	Manchester.....	500 W. 12th St.
MINOR, EDITH CRYSTAL.....	3 B.....	King and Queen.....	Owenton
MINOR, RUTH.....	3 B.....	Gloucester.....	Coke
MOORE, FANNIE LARUE.....	Jr. B.....	Clarke.....	Berryville
MOORE, MAY JONES.....	2 B.....	Sussex.....	Jarratt
MORAN, MABELLE MAUDE.....	Jr. B.....	Albemarle.....	Miller School
MORELAND, NELLIE B.....	Sr. B.....	Hampton.....	311 Lee St.
MORGAN, ANTOINETTE.....	Jan. Grad.....	Pulaski.....	Belspring
MORING, ANNIE MAY.....	1 B.....	Prince Edward.....	Beck
MORRIS, BERYL.....	Sr. B.....	Prince Edward.....	Farmville
MORT, ANNIE F.....	Jr. A.....	Bristol.....	415 Mary St.
MOSS, DAISYE M.....	1 B.....	Appomattox.....	Vera
MURFEE, SALLIE VIDA.....	2 B.....	Southampton.....	Pinopolis
MURPHY, MYRTIE BELLE.....	2 B.....	Isle of Wight.....	Magnet
MUSE, VALMA COUNTESS.....	2 B.....	Essex.....	Ozeana
MYERS, MAMYE OLIVE.....	3 B.....	Pittsylvania.....	Whitmell
NANCE, LOU WARREN.....	2 B.....	Charles City.....	Charles City
NELSON, ELLIE CLARK.....	3 B.....	Halifax.....	Scottsburg
NELSON, VIRGINIA LAFAYETTE.....	Jr. B.....	Charlottesville.....	Jefferson Street
NEWBY, GEORGIE WARD.....	Irregular.....	Alexandria.....	223 N. St. Asoph
NIDERMAIER, ANTOINETTE.....	3 B.....	Giles.....	Poplar Hill
NIDERMAIER, BLANCHE KING.....	Jr. A.....	Giles.....	Poplar Hill
NIDERMAIER, JESSIE.....	Jr. A.....	Giles.....	Poplar Hill
NICHOLSON, HELEN RANEY.....	Irregular.....	Isle of Wight.....	Zuni
NICHOLSON, NANNIE MORTON.....	Sr. B.....	Nottoway.....	Crewe
NOCK, CONSTANCE RACHEL.....	3 B.....	Accomac.....	Onancock
NOEL, BESSIE MERCEDES.....	3 B.....	Prince Edward.....	Farmville
NOELL, SUSIE PRICE.....	Jr. A.....	Franklin.....	Kennett
O'BRIEN, MARY ELIZABETH.....	1 B.....	Appomattox.....	West Appomattox
OLIVER, ADDIE MAUDE.....	1 A.....	Norfolk.....	Fairfax Ave.
ORANGE, EDITH IRVING.....	3 B.....	Prince Edward.....	Farmville
OWEN, FANNIE LOUISE.....	2 B.....	Prince Edward.....	Green Bay
OWEN, MARGIE.....	2 B.....	Sussex.....	Loco
OWENS, ESTHER OTEMAN.....	Irregular.....	Richmond.....	R.F. D. No. 1, Box 57

List of Students

NAME.	CLASS.	COUNTY OR CITY.	ADDRESS.
PALMER, MARGARET.....	Jan.	Gran. Lancaster.....	Kilmarnock
PALMER, JULIA MARIONETTE..	1 B.....	Gloucester.....	Glenn's
PANNILL, SALLIE REAMY.....	Irregular..	Henry.....	Bassett
PARKS, WINIFRED.....	1 B.....	Accomac.....	Guilford
PARRISH, MARY MISSOURIA..	3 A.....	Goochland.....	Hadensville
PARSONS, WINNIE ETHEL.....	3 B.....	Accomac.....	Atlantic
PATTERSON, ANNIE F.....	3 B.....	Buckingham.....	Ranson
PAULETT, BESSIE HOGE.....	3 B.....	Prince Edward.....	Farmville
PAULETT, HATTIE CRUTE.....	Sr. A.....	Prince Edward.....	Farmville
PAULETT, JULIA MAY.....	3 B.....	Prince Edward.....	Farmville
PAULETT, VIRGINIA B.....	3 A.....	Prince Edward.....	Farmville
PAXTON, MARY McFARLAND..	3 B.....	Rockbridge.....	Glasgow
PAYNE, SALLIE.....	Jr. A.....	Pittsylvania.....	Soapstone
PENN, BERTHA BELMONT....	2 B.....	Patrick.....	Stella
PENNINGTON, GRACE M.....	2 B.....	Lunenburg.....	Kunath
PENNYBACKER, KATHERINE..	3 B.....	Rockingham.....	Broadway
PERKINS, MARY ROBERTSON..	Irregular..	Louisa.....	Poindexter
PERROW, URANIA VIRGINIA..	1 B.....	Norfolk.....	139 Granby St.
PERRY, KATHERINE FLEET..	Jr. A.....	Culpeper.....	Culpeper
PETERSON, MABEL EVA.....	3 B.....	Norfolk..	Berkley R.F.D. No. 1
PETTUS, BESSIE BROWN.....	1 B.....	Charlotte.....	Keysville
PHILLIPS, IDA CURLE.....	Jr. Kdgtn.	Elizabeth City.....	Hampton
PHILLIPS, IRMA ELIZABETH....	2 B.....	Mecklenburg.....	Baskerville
PIERCE, MARY CLOPTON.....	3 B.....	Prince George.....	City Point
PIERCE, PAGE HENLEY.....	Post Grad	Richmond.....	114 E. Cary St.
POFF, NELLIE.....	2 B.....	Floyd.....	Copper Hill
POTTS, HELEN ARDELIA.....	3 B.....	New Kent.....	Barhamsville
PRATT, MARIAH E.....	1 B.....	Prince Edward.....	Farmville
PRATT, MARY WILSON.....	1 B.....	Prince Edward.....	Farmville
PRATT, TRENT MOSELEY....	1 B.....	Prince Edward.....	Farmville
PRESGRAVE, MAE LEONE....	2 B.....	Loudoun.....	Lenah
PRICE, ALEAN.....	1 B.....	Franklin.....	Wirtz
PRICE, ELLA MAY.....	1 B.....	Campbell.....	Gladys
PRICE, MILDRED TURNER....	Jr. B.....	Franklin.....	Dillon's Mill
PUTNEY, MAMIE WALTON....	1 B.....	Cumberland.....	Guinea Mill
RAWLINGS, FLORENCE BAKER	3 B.....	Fredericksburg, 1112 Charles St.	
REA, MYRTLE RUCKER.....	Sr. B....	Albemarle.....	Crozet
READ, MARY BRUENFIELD....	Jr. B....	Henry.....	Spencer
READER, MARY EUGENIA....	3 B....	Princess Anne....	Lynnhaven
REAMES, INEZ.....	2 B....	Dinwiddie.....	Ford
REBURN, VIRGINIA.....	2 B....	Bedford.....	Rodes
REDD, RUTH.....	3 B....	Halifax.....	Sutherlin
REYNOLDS, LOUISA.....	2 B....	Accomac.....	Chincoteague

NAME.	CLASS.	COUNTY OR CITY.	ADDRESS.
RICHARDSON, ANNE LAVINIA..Sr. B.....	Prince Edward.....	Farmville	
RICHARDSON, BETTIE T.....1 A.....	Middlesex.....	Churchview	
RICHARDSON, CARTER A.....1 B.....	New Kent.....	Barhamsville	
RICHARDSON, MILDRED RIVES 3 B.....	Prince Edward.....	Farmville	
RICHARDSON, RUTH SMITH....2 B.....	Middlesex.....	Churchview	
RICE, LUCY KELLY.....Sr. Kdgn.	Prince Edward	Farmville	
RICE, MAY WEBSTER.....3 B.....	Prince Edward.....	Farmville	
RICE, RUTH STUART.....2 B.....	Appomattox.....	Pamplin	
RICHESON, KATHERINE M....2 B.....	Amherst.....	Amherst	
RIVES, ELLEN.....3 B.....	Dinwiddie.....	Gun's Hill	
ROBNS, LUCY ELIZABETH....Jr. A.....	Gloucester.....	Money	
ROBERTS, SUSIE BOYD.....2 B.....	Charlotte.....	Duprees	
ROBERTSON, IDA MILDRED....2 B.....	Franklin.....	Callaway	
ROBERTSON, LELIA EGGLESTON 3 B.....	Prince Edward.....	Farmville	
ROCK, WILLINETTE D.....1 A.....	Charles City....	Bradley's Store	
RODES, ETHEL BIBB.....1 B.....	Nelson..	Bryant, R. F. D. No. 1	
RODES, HALLIE BERTRAN....1 B.....	Nelson..	Bryant, R. F. D. No. 1	
ROGERS, EDITH.....Jr. A.....	Nelson.....	Lovington	
ROSBACK, LOTTIE M.....2 B.....	Hanover....	Highland Springs	
ROSE, LILLIAN BRUCE.....3 B.....	Norfolk.....	Port Norfolk	
ROSE, NORMA GERTRUDE....1 B.....	Mecklenburg.....	South Hill	
ROSSON, LENA GERTRUDE....2 B.....	Louisa.....	Lasley	
ROWE, MAMYE MORRIS.....Jr. B.....	Hampton....	250 Victoria Ave.	
RUFFIN, SUE.....3 B.....	Charles City.....	Westover	
RYLAND, LEONORA TEMPLE..Jan. Grad.	King and Queen.....	Walkerton	
SADLER, MARY FRANCES.....3 B.....	Fluvanna.....	Wilmington	
SAMPSON, BESSIE ELEANOR...Jr. B.....	Manchester....	1107 Decatur St.	
SAVAGE, KARLIE.....Jr. B.....	Norfolk....	212 Claiborne Ave.	
SAVILLE, JUDITH.....3 B.....	Rockbridge.....	Murat	
SAVILLE, KATHLEEN.....3 B.....	Rockbridge.....	Murat	
SCATES, CARRIE LENA.....1 B.....	Pittsylvania.....	Sandy River	
SCATES, FANNIE HUNDLEY....3 B.....	Pittsylvania.....	Sandy River	
SCHOFIELD, MARY MERCER...Jan. Grad.	Alexandria, 317 N. Columbus St.		
SCOTT, IDA SUBLETT.....3 B.....	Prince Edward.....	Milbank	
SEATON, IVY.....2 B.....	Loudoun.....	North Fork	
SEGAR, LUCY GREY.....2 B.....	Middlesex.....	Warner	
SEMONES, LOUISE BERNARD..Sr. B....	Pittsylvania.....	Callands	
SHAFFER, LETTIE.....2 B.....	Wythe.....	Max Meadows	
SHARPE, EDNA.....2 B.....	Sussex.....	Waverly	
SHARPE, LILLIE.....2 B.....	Sussex.....	Waverly	
SHEPARD, AGNES RUTH.....2 B.....	Buckingham....	Guinea Mills	
SHEPARD, BLANCHE GARLAND..2 B.....	Buckingham....	Guinea Mills	
SHEPARD, MARY WILSON.....2 B.....	Buckingham.....	Rival	
SHORTER, FANNIE BELLE....Jan. Grad.	Prince Edward, Darlington Hts.		

NAME.	CLASS.	COUNTY OR CITY.	ADDRESS.
SHUGERT, MARIA THORNTON	4 B.	Clarke	Berryville
SINCLAIR, GEORGIE WRAY	2 B.	Gloucester	Naxera
SLEDD, ELIZABETH	2 B.	Powhatan	Dispatch
SLEMP, REBECCA C.	Irregular	Lee	Jonesville
SMITH, CLARA GRESHAM	Sr. B.	Newport News	1137 26th St.
SMITH, ETHEL H.	2 B.	Cumberland, Farmville, R. F. D.	
SMITH, LIZZIE WHIT	2 B.	Prince Edward	Prospect
SMITH, NELLIE BLACKWELL	4 B.	Prince Edward	Farmville
SMITH, ROXIE	2 B.	Elizabeth City	Rip Raps
SNEAD, GRACE	1 A.	Hanover	Rockville
SNELL, CLARA LOUISE	2 B.	Charlotte	Rolling Hill
SNOW, CHLOE D.	Sr. A.	Northumberland	Heathsville
SOUTHALL, ELEANOR TRAVIS	Jr. B.	Danville	600 N. Main St.
SPAIN, JULIA CALHOUN	Jr. B.	Dinwiddie	Sutherland
SPENCER, BESSIE L.	Irregular		Williamsburg
SPENCER, MARY FLAVILLA	1 B.	Accomac	Keller
SPENCER, MARY HENLEY	Jr. B.		Williamsburg
SPENCER, MOLLIE SUE	1 B.	Buckingham	Toga
SPENCER, PEARL ELIZA	1 B.	Buckingham	Brierhook
STARLING, HALLIE BROWN	2 B.	Henry	Lone Oak
STEED, HELEN MILDRED	Jr. A.	Brunswick, Warfield, R.F.D. No. 1	
STEGER, EFFIE BELLE	1 B.	Amelia	Mannboro
STEGER, MARY VIRGINIA	Sr. B.	Danville	1114 N. Main St
STEPHENS, MARY MOSBY	4 B.	Montgomery	Cambria
STERRETT, AMELIA ALEXANDER	2 B.	Rockbridge	Rockbridge Baths
STERRETT, ELIZABETH C.	2 B.	Rockbridge	Hot Springs
STEVENSON, FLORENCE	1 B.	Roanoke	416 12th St., N. W.
STILL, EVELYN P.	1 B.	Pittsylvania	Vance
STOKES, ELIZABETH KEESEE	Jan. Grad.	Prince Edward	Farmville
STONE, LUCIE LEE	1 B.	Princess Anne	Back Bay
STONE, SUSAN JANE	Jr. A.	Culpeper	Godfrey
STONER, WILLIE FRANCES	3 B.	Rockbridge	Sherwood
STRATTON, JANE MACON	1 B.	Cumberland	Angola
STUART, ELIZABETH	2 B.	Cumberland	Cumberland
STUART, SARAH VIRGINIA	2 B.	Cumberland	Farmville
STUBBLEFIELD, VIRGINIA E.	Post Grad.	Richmond	506 N. 5th St.
SUTHERLAND, ELIZABETH A.	2 B.	Prince Edward	Farmville
SUTHERLAND, ANNIE FIELD	2 B.	Dinwiddie	Sutherland
SUTHERLIN, LULA	3 B.	Halifax	Sutherlin
SWOOPE, GEORGIE I.	2 B.	Botetourt	Lick Run
TATEM, LOUISA C.	3 B.	Norfolk	10 Pendleton St.
TATUM, MARY HUNTER	3 B.	Patrick	Stuart, R. F. D. No. 1
TAYLOR, ALMA L.	Jr. B.	Culpeper	R.F.D.No. 1

NAME.	CLASS.	COUNTY OR CITY.	ADDRESS.
TAYLOR, CATHERINE HETH	3 B.	Manchester	
TAYLOR, MAGGIE AUSTIN	Jr. B.	Lynchburg	R. F. D. No. 4
TERRELL, MARY MACKIE	4 A.	Hanover	Beaver Dam
THOMPSON, FLORA C.	Sr. B.	Bluefield, W. Va.	10 Duhring St
THOMPSON, HAZEL MARIE	Sr. B.	Richmond	511 N. 11th St.
THOMPSON, MARJORIE	3 B.	Bluefield, W. Va.	10 Duhring St
THORNTON, FLOSSIE	2 B.	Appomattox	Pamplin
THORPE, LOTTIE LEE	3 B.	Richmond	R. F. D. No. 2
THRAVES, MATTIE GERTRUDE	2 B.	Amelia	Belona
THRIFT, LUCY GOLDEN	2 B.	Middlesex	Churchview
TINSLEY, DORA VIRGINIA	2 B.	Culpeper	Crooked Run
TOMS, ELAINE MCKAY	4 B.	Knoxville, Tenn.	
		1613 E. Jackson Avenue.	
TRENT, GRAHAM FRANCES	Jr. A.	Buckingham	Andersonville
TRICE, ELIZABETH	Jr. B.	Goochland	Hadensville
TUCKER, MARGARET LEWIS	Sr. B.	Amherst	Sandidges
TUCKER, MARY LOU	Sr. B.	Lynchburg	613 5th Street
TUCKER, SARAH MILDRED	3 B.	Amherst	Sandidges
TURPIN, MARY E.	3 B.	Mecklenburg	Boydton
VAIDEN, MARY TEMPIE	Jr. B.	Dinwiddie	Ford
VAUGHAN, JULIA S.	Jr. A.	Middlesex	Amburg
VAUGHAN, REBECCA P.	Sr. B.	Cumberland	Cumberland
WALKER, ALMA	Sr. A.	King and Queen	Walkerton
WALKER, ATALA		Irregular	Charles City
WALTERS, EVA MEBANE	3 B.	Charlotte	Charlotte
WALTERS, JANIE	1 B.	Washington, D. C.	
		154 E. Capitol Street	
WALTON, EMMA LOCKETT	Sr. B.	Prince Edward	Farmville
WALTON, MARY GRACE		Post Grad	Prince Edward
WARBURTON, LUCY	Jr. B.		Williamsburg
WAMBERSIE, ANNIE	2 B.	Orange	Orange
WARD, EMILY SUSAN	3 B.	Norfolk	711 W. Highland Ave.
WARE, ALICE BOWDEN	3 B.		Williamsburg
WATKINS, KATE FRIEND	Jr. B.	Danville	863 Paxton St.
WATKINS, MARGUERITE	2 B.	Prince Edward	Farmville
WATKINS, MARTHA LOIS	Sr. A.	Chesterfield	Midlothian
WATKINS, MARY VENABLE	Jr. A.	Charlotte	Charlotte
WATTS, RUTII DILLARD	1 B.	Amherst	Amherst
WATSON, LUCILE ADELIA	1 B.	Prince Edward	Darlington Hgts
WATSON, VEDAH MAY	Jr. B.	Prince Edward	Darlington Hgts
WEST, MATTIE LYLE	2 A.	Louisa	Trevilian
WHITE, EVA LOVELACE	Jr. Kdgtn	Halifax	Scottsburg

List of Students

NAME.	CLASS.	COUNTY OR CITY.	ADDRESS.
WHITE, MARGARET ROBINSON	3 B.....	Rockbridge.....	Lexington
WHITE, MARY CASSIE.....	2 B.....	Pittsylvania.....	Weal
WHITE, MARY SHERWOOD.....	1 B.....	Caroline.....	Woodford
WHITEHEAD, JULIA O'NEAL.....	1 B.....	Nelson.....	Lowesville
WHITWORTH, ELIZABETH.....	3 B.....	Halifax.....	Scottsburg
WIATT, ELEANOR BAYTOP....	Jan. Grad.	Gloucester	Gloucester
WILDER, HAPPY.....	Irregular.	Halifax.....	South Boston
WILKERSON, IVA N.....	2 B.....	Nansemond.....	Chuckatuck
WILKINSON, DELLA.....	1 B.....	Prince Edward.....	Farmville
WILLIAMSON, BEULAH BENTON	3 B.....	Norfolk, 216 W. Highland Ave.	
WILLIAMS, MOODIE ELIZABETH	3 A.....	Montgomery.....	Cambria
WILLIAMS, MARTHA UNITY....	3 A.....	Southampton.....	Dory
WILLIS, MATTIE SPENCER.....	Irregular.	Northampton.....	Cheapside
WINGO, GERMANIA JUDSON....	2 B.....	Prince Edward.....	Farmville
WILSON, EVELYN HARWOOD....	3 B.....	Norfolk.....	St. Bride's
WILSON, MARY HOWARD.....	1 B.....	Prince Edward.....	Farmville
WINGATE, PEARL AGNES.....	Jr. B.....	Grayson.....	Fox
WITHERS, CARRIE VIRGINIA...	2 B.....	Botetourt.....	Roanoke
WITHERS, MINNIE.....	2 B.....	Campbell.....	Perrows
WITT, ANNIE BRENT.....	1 B.....	Lynchburg	
WOOD, MARY HANNAH.....	2 B.....	Chesterfield.....	Swansboro
WOODWARD, VIRGINIA.....	1 B.....	New Kent.....	Barhamsville
WOODY, DORIS VANE.....	2 A.....	Appomattox.....	Spout Spring
WOODY, MARIE THORNHILL...	2 B.....	Nottoway.....	Crewe
WOOLFOLK, LUCY KATHERINE.	3 B.....	Rockbridge.....	Glasgow
WRIGHT, ETTA JOSEPHINE....	3 B.....	Caroline.....	Ideal
WRIGHT, SUSIE D.....	Sr. B.....	Pittsylvania.....	Sandy Level
WYATT, GRACE.....	3 B.....	Elizabeth City.....	Rip Raps
WYNNE, ELIZABETH.....	2 B.....	York.....	Dare

ENTERED SINCE APRIL 1ST.

BRAY, ELSIE LEE.....	Irregular	Halifax.....	Nathalie
NOELL, ELLA B.....	Irregular.	Botetourt.....	Munford
REYNOLDS, ANNIE LAURA....	Sr. B.....	Norfolk..	117 W. Brambleton A

TRAINING SCHOOL

KINDERGARTEN.

FIRST YEAR.	SECOND YEAR
ANDERSON, LAURA	COX, BEN.
ANGLEA, CELESTE	DILLON, MARY
CLARK, EMILY	FOSTER, JOHN
DAVIS, JOHN	GARLAND, MARY
GILLS, LOUISE	GILL, ALBERT
GILLS, ROBERT	HALL, NORINE
HACKET, MAUD	HART, MARTHA
LEWIS, MARY	LINDSEY, MARY
MILLIDGE, DEBLOIS	PAULETT, IDA
PHILIPS, RAYMOND	RICHARDSON, MARY RIVES
PUTNEY, WALTER	SMITH, LUCILE
RICE, MARY	WATKINS, NEWTON
SOUTHALL, JACK	WELLS, DOROTHY
SOUTHALL, VALENTINE	
VENABLE, JACQUELINE	
WATKINS, JANIE	
WILKES, JOSE	
WOOD, LUCILE	
YOUNG, PEARL	

FIRST GRADE.

ALLEN, BEE	MORRIS, JOHN
COWAN, MACK	MORSE, VERNON
COBB, MARSAY	MORSE, CECIL
CUNNINGHAM, WALLACE	PAULETT, ARCHIE
DRUMELLER, KARL	RICE, GORDON
GILLIAM, JANIE	SMITH, ALICE
HATCHER, PAUL	SPENCER, CARROLL
HUNDLEY, MARGARET	SPENCER, PORTIA
JONES, ANDERSON	STOKES, JOHN
KAYTON, HARRY	TATUM, ALMA
LANCASTER, MARY	VENABLE, REGINALD

SECOND GRADE.

BARROW, RUTH	GRAY, IDA LEE
BENEDICT, CARLYLE	HART, WILLARD
BLANTON, IRVING	HILLSMAN, ALMA
BUGG, ROBERT	HUNDLEY, CAMPBELL
BULLOCK, LLOYD	LEWIS, ELIZABETH

FIRST YEAR.

CHICK, BESSIE
 CUNNINGHAM, ELIZABETH
 DAVIS, ELIZABETH
 DILLON, LLOYD
 GARLAND, EDNA
 GARLAND, JACK
 GARLAND, ERNEST

SECOND YEAR.

PAULETT, MABEL
 PUTNEY, WILEY
 RICHARDSON, VIRGINIA
 ROBINSON, CASSIE
 WELLS, AGNES
 WILSON, JUNIUS
 WILLIAMSON, CLEE

THIRD GRADE.

ALLEN, JAMIE
 ANGLEA, WATSON
 BARROW, MARY FOOTE
 BOYD, CARRIE
 BULLOCK, THELMA
 CARROLL, LIZZIE
 COX, KATE
 CUNNINGHAM, BOOKER
 EDMUNDS, INDIA
 FRETWELL, MATTIE LEE
 GARNETT, CHARLIE
 HARDY, MARY
 HARRIS, RILL
 HUNT, FLORENCE
 JARMAN, JOSEPH
 JONES, ROSA

MORING, LURLINE
 MORRIS, GENE
 PHILLIPS, HAZEL
 PUTNEY, ALICE
 RICHARDSON, LEONARD
 RICHARDSON, ROBERT
 SMITH, BEVERLEY
 SPENCER, ETHEL
 SPENCER, KATHLEEN
 VENABLE, PETTIT
 WATKINS, CUNNINGHAM
 WATKINS, EDWARD
 WATKINS, FRANK
 WATKINS, IRVINE
 WERNER, ALGIE
 WALL, BARRYE

FOURTH GRADE.

BALDWIN, MARGARET
 BLANTON, RUTH
 BONDURANT, LOUISE
 BYERLEY, EDWARD
 CHAPPELL, EDWIN
 DAVIS, LEONE
 DOYNE, MARIE
 DRUMELLER, LOUIS
 DUGGER, GRACE
 DUVAL, WALLACE
 FOSTER, MARTHA
 HATCHER, GERTRUDE
 HILLSMAN, MARY

FRETWELL, EOLIN

HUNDLEY, ELIZABETH
 KEARNEY, JANIE
 MOORE, JOHN
 ORANGE, SARAH
 PAULETT, ERNEST
 PAULETT, RICHARD
 PRATT, WHITCOMB
 PRICE, MARIE
 RICE, IRMA
 RICHARDSON, ROBERT
 ROBINSON, RUTH
 SERPELL, RUTH
 SOUTHALL, FRANK

FIFTH GRADE.

BARROW, LURA
 DRUMELLER, LEE

MOOREFIELD, CLAUDE
 MORRIS, MARY

List of Students

129

FIRST YEAR.

DUVALL, ALTHA
EDMUNDS, LITTLETON
GARNETT, NANNIE
GRIGG, LOUISE
HARRIS, EUNICE
JARMAN, ELIZABETH
JONES, BERTHA
KAYTON, AURELIA
LIGON, NEMMIE

SECOND YEAR.

PAULETT, VIVA
SPENCER, BERNICE
SPENCER, SARAH
STONE, BESSIE
TUCKER, ANNIE
VAUGHAN, LOVELINE
WATKINS, ELOISE
WILLIAMS, MAMIE
WOOD, MARGUERITE

SIXTH GRADE.

BLANTON, HOWARD
BUGG, CHARLIE
BUGG, MARTHA
CARROLL, ANNIE
COBB, HAZEL
DAVIS, SUSIE
EMORY, MARY
GRAHAM, ALICE

MILLIDGE, STANLEY
MOORE, WILLIE
PUTNEY, EDNA
RICHARDSON, ALICE
RICHARDSON, LELIA
ROBINSON, JUDSON
SMITH, AUBREY
WATKINS, PATSY

WEST, TAYLOR

SEVENTH GRADE.

BALDWIN, LUCILE
BRISTOW, MARIA
COX, JOHN
DOYNE, MATTIE LOVE
DRUMELLER, MARTHA
GARNETT, RUTH
GILLIAM, GERTRUDE
GILLIAM, LIZZIE
HARRIS, OLIVE
HIGHT, EXIE
HILL, FRANKIE
HUNDLEY, ROBERT

HURD, NELLIE
JOHNSON, NANNIE
LEWIS, JOSEPH
LIGON, SARAH
MORRIS, PARKE
PUTNEY, MARY
RICHARDSON, KATE
RICHARDSON, WALTER
SMITH, ELIZABETH
TREVILIAN, FLORENCE
TUCKER, LILLIAN
WEST, MARIAN

EIGHTH GRADE.

ANGLEA, PEARL
BLANTON, THELMA
BUGG, LILLIAN
BUGG, VIRGILIA
DAVIS, FRANCES
FOSTER, MAMIE
FOSTER, OLIVE
GLOVER, SUSIE

POOLE, ALBERTA
PRICE, BESSIE
PRICE, FANNIE
RANSON, NANNIE
RICE, LILLIAN
RICHARDSON, CELESTE
ROBINSON, ANNIE
SMITH, BETTIE GAY

FIRST YEAR.	SECOND YEAR.
JARMAN, EMERSON	STONE, ANNIE LAURIE
MORRIS, PAGE	TRAYLOR, MARY
	WILSON, LILLIAN

RECAPITULATION.

January Graduate,—Full Course.....	9
January Graduates,—Professional Course.....	11
Undergraduates.....	572
Total in Normal Department.....	592
Total in Training School Department.....	221
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Total number receiving instruction in this school.....	813

ALUMNÆ.

Any one discovering mistakes in the alumnae record will kindly forward the corrections to the President.

1885

BLANTON, ANNIE (Mrs. Barrett).....	Tacoma, Ga.
DUNCAN, LULA.....	
PHILLIPS, LULA.....	Richmond, Va.

1886

ANDERSON, KATHERINE.....	Teaching, Lynchburg, Va.
BLANTON, BESSIE (Mrs. Jones).....	Holly Springs, Miss.
BUGG, FANNY (Mrs. Burton Blanton).....	Brooklyn, N. Y.
BRIGHTWELL, CARRIE (Mrs. Hopkins).....	Bedford City, Va.
CARRUTHERS, JEAN (Mrs. Boatwright).....	Lynchburg, Va.
MAPP, MADELINE (Mrs. G. T. Stockley).....	Keller, Va.
McKINNEY, LULA.....	Teaching, Agnes Scott Institute, Ga.
PARRISH, CELESTIA.....	Prof. of Pedagogy, Normal School, Athens, Ga.

February, 1887.

*CARSON, LELIA (Mrs. Flippin).....	
*DAVENPORT, EMMA.....	
*QUINN, SALLIE (Mrs. Dillard).....	
RANSON, ESTELLE (Mrs. Marchant).....	Mathews C. H., Va.
RICHARDSON, EMMA (Mrs. John Geddy).....	Toano, Va.
*SMITHSON, FANNY.....	
SMITHSON, BEULAH.....	Teaching, Nogales, Arizona

June, 1887.

BERKELEY, MARTHA (Mrs. R. Baxter Tuggle).....	Farmville, Va.
COLEMAN, ALICE (Mrs. Bethel).....	Danville, Va.
CREWS, ANNIE L. Trained Nurse, 822 Hamilton Terrace, Baltimore, Md.	
JEFFRIES, WILLIE (Mrs. Painter).....	Roanoke, Va.
JOHNSON, JULIA (Mrs. J. D. Eggleston).....	Richmond, Va.
WICKER, KATHERINE. Teaching Eng. and Hist., High School, Tampa, Fla.	
WHITING, HENRIE AUGUSTINE (Mrs. C. R. McIlwaine)	
2326 Highland Ave.....	Knoxville, Tenn.

*Deceased.

February, 1888.

*AGNEW, MARY.....	
BALL, LULA.....	
CAMPBELL, SUSIE (Mrs. Ned Hundley).....	Farmville, Va.
FUQUA, LOUISE (Mrs. W. B. Strother).....	Chester, Va.
HASKINS, HALLIE.....	Teaching, Houston, Texas
*MCLEAN, MATTIE.....	
WINSTON, LIZZIE.....	Teaching, Richmond, Va.

June, 1888.

BERKELEY, FANNIE.....	Teaching, Salem, Va.
DOUGLAS, CARRIE (Mrs. Dr. Arnold).....	
DUNCAN, MATTIE.....	Teaching, Roanoke, Va.
FORBES, MARION.....	Lady Principal Woman's College, Richmond, Va.
FERGUSON, KATE (Mrs. Morehead).....	Salem, Va.
GURLEY, ANNIE (Mrs. Chas. Carroll).....	Baltimore, Md.
HUNT, KATE.....	Principal Stonewall Jackson Institute, Abington, Va.
HIX, ANNIE (Mrs. Edward Earle).....	Waco, Tex.
*HUBBARD, IDA (Mrs. Giles).....	
MOSLEY, BLANCHE (Mrs. Cooke).....	
*MARTIN, ROSA.....	
PHAUP, SUSIE.....	Teaching, West Point, Va.
PIERCE, MARY (Mrs. E. F. Watson).....	Box 133, Richmond, Va.
*THORNHILL, ANNA.....	
WINSTON, JOSIE (Mrs. Woodson).....	Lynchburg, Va.
WATTS, IDA.....	Teaching, Lynchburg, Va.

February, 1889.

BOSWELL, LUCY (Mrs. Montague).....	Mount Laurel, Va.
CHRISMAN, ROSA.....	Teaching, 2042 Fifth Avenue, New York City.
COMPTON, MYRA (Mrs. Allnut).....	Dawsonville, Md.
HARDY, SALLIE (Mrs. McElveen).....	Workman, S. C.
HILL, SUSIE (Mrs. Dunn).....	Bartlesville, Indian Territory.
PAYNE, OLA.....	Teaching, Albemarle County, Charlottesville, Va.

Full Graduates, June, 1889.

HARRIS, MINNIE (Mrs. Atwell).....	Danville, Va.
LITTLETON, FANNIE (Mrs. Linus W. Kline).....	Duluth, Minn.
MAEGHER, MARGARET.....	Teaching, High School, Richmond, Va.
PERKINS, MRS. FANNIE.....	Asheville, N. C.

*Deceased.

VAN VORT, BERTHA.....314 East Grace Street, Richmond, Va.
WALKER, FANNIE (Mrs. J. H. Long).....White Springs, Fla.

Professional.

*HIGGINBOTHAM, LAVALETTE (Mrs. Chapman).....

Full Graduates, June, 1890.

CAMPBELL, MINNIE (Mrs. Nathan Eller).....Lynchburg, Va.
*CAMPBELL, MARY.....Teaching, Charles Town, W. Va.
EDWARDS, CLARA.....Teaching, South Boston, Va.
EUBANK, MAMIE (Mrs. Sinclair).....Hampton, Va.
MCILWAINE, ANNE (Mrs. Dr. Dunn).....Richmond, Va.
*MEREDITH, MAMIE.....
NOBLE, MAUDE (Mrs. Morgan).....
VADEN, SALLIE (Mrs. Geo. Wray).....Norfolk, Va.

Professional Graduates.

BINSWANGER, BLANCHE (Mrs. Lewis Rosendorf).....Elma, Ala.
BOTTIGHEIMER, HORTENSE.....Teaching, Richmond, Va.
COULLING, ELOISE.....Teaching, Haw River, N. C.
RICHARDSON, LOUISE (Mrs. Jos. WHITE) 414 N. Tenth St., Richmond, Va.
*RICHARDSON, ELOISE.....
SNAPP, MAUD (Mrs. Funkhouser).....Winchester, Va.

Full Graduates, June, 1891.

GILLIAM, BLANCHE (Mrs. Putney).....Farmville, Va.
HARDY, MRS. SADIE (Mrs. Lewis Claiborne).....Lawrenceville, Va.
SAUNDERS, NEVA (Mrs. Geo. Prince).....Chase City, Va.
TREVETT, MAUD.....Glen Allen, Va.
VAUGHAN, CORINNE (Mrs. Hoffman).....Roanoke, Va.
WOMACK, MARY.....Teaching, Moravian School, Brooklyn, N. Y.

Professional Graduates.

DUFF, MADGE.....
EMERICH, ADDIE (Mrs. Isadore Dreyfus).....New York, N. Y.
IRVINE, LUCY (Mrs. J. Irvine).....Clare, Augusta County, Va.
*MONTAGUE, EMMA.....
POWERS, AURELIA (Mrs. Wm. Ahern) ..Thirty-Second St., Richmond, Va.
RICHARD, NELLIE (Mrs. Rogers)Richmond, Va.

*Deceased.

Full Graduates, February, 1892.

BURTON, ANNIE (Mrs. A. A. Cox).....	Farmville, Va.
BOSWELL, MAY (Mrs. Chas. Gordon).....	Remington, Va.
FAIRLEY, MAMIE (Mrs. E. H. Witten)	Bramwell, W. Va.
SPAIN, MARY (Mrs. Hall)	Lancaster C. H. Va.
TWELVETREES, LOUISE (Mrs. Hamlett)	Hampton-Sidney, Va.

Professional Graduates.

BERKELEY, MARY PRISCILLA.....	Teaching, Miller School, Va.
WEST, ELLA (Mrs. C. W. Gray).....	Memphis, Tenn.

June, 1892.

*BLACKMORE, MARY.....	
*BONDURANT, MYRTLE (Mrs. Corley)	
DAVIDSON, JULIA.....	Farmville, Va.
EWING, LOVENE (Mrs. C. C. Wall).....	Richmond, Va.
FAIRLEY, ELIZABETH.....	Stenographer, 214 Church Street, Roanoke, Va.
FORD, JULIETTE..	Govt' Position, 1202 K. St., N. W., Washington, D. C.
FOX, LILY.....	Teaching, Beulahville, Va.
HARVIE, LELIA JEFFERSON, (Mrs. J. S. Barnett).....	Tulane University, New Orleans, La.
HUNDLEY, ALICE.....	Teaching, Danville, Va.
MICHIE, LIZZIE (Mrs. Johnson) ..	315 Eleventh Street, Lynchburg, Va.
MITCHELL, MAGGIE (Mrs. Bryan).....	Richmond, Va.
POWERS, AURELIA (Mrs. Wm. Ahern) ..	Thirty-second St., Richmond, Va.
PORTER, BELLE (Mrs. Ellington).....	105 S. Fifth St., Richmond, Va.
THOMPSON, ELLEN (Mrs. W. E. Coons).....	Culpeper, Va.
THOMPSON, ELVA (Mrs. J. T. Walker)	Smyrna, Va.
TRENT, ELLA (Mrs. H. B. Taliaferro).....	Houston, Tex.
WATKINS, MARGARET.....	Trained Nurse, Richmond, Va.
WOMACK, PRESTON.....	Stenographer, 215 E. Franklin St., Richmond, Va.

Professional Graduates.

CREW, MARY.....	
HUDGINS, NELLIE (Mrs. Oscar Hudgins) ..	14 W. Cary, Richmond, Va.
MEAGHER, MELANIA.....	2715 E. Grace St., Richmond, Va.
MAYO, LALLA.....	Teaching, Manchester, Va.
MINOR, JANIE (Mrs. Nash).....	Cartersville, Va.
PEAL, FLORENCE (Mrs. Ledbetter)	Birmingham, Ala.
PRITCHETT, SALLIE.....	Teaching, Boys' High School, Suffolk, Va.

*Deceased.

TODD, AMMIE (Mrs. Leon Ware).....	Staunton, Va.
WILLIS, EVA (Mrs. Robt. Crallé).....	Farmville, Va
WINGFIELD, NORA (Mrs. W. N. Sebrell).....	Courtland, Va.

Full Graduates, February, 1893.

BLAND, ALMA.....	Shackelfords, Va.
BOYD, MARY (Mrs. Cabell Flournoy).....	Gap Mills, W. Va.
CURTIS, ROBERTA.....	Teaching, Private School, Newport News, Va.
DAVIDSON, MATTIE.....	Farmville, Va.
DAVIS, MYRTIS (Mrs. Phillips).....	Crewe, Va.
GILLIAM, SALLIE (Mrs. Gilliam).....	Darlington Heights, Va.
GRAY, MARY.....	Teaching, Winchester, Va.
HARGROVES, ALICE.....	Portsmouth, Va.
*MICHIE, SUSIE.....	
MORTON, NETTIE (Mrs. Walker Scott).....	Farmville, Va.
TABB, JANE M.....	Secretary to President, S. F. N. S., Farmville, Va.
TURNER, BESSIE.....	Teaching, Staunton, Va.
WHITEHEAD, LILLIAN (Mrs. Russell).....	Farmville, Va.

Full Graduates, June, 1893.

BALDWIN, BLANCHE (Mrs. E. T. Hines)	2241 W. Grace, Richmond, Va.
BIDGOOD, FANNIE (Mrs. R. W. Price)	234 Hinton St., Petersburg, Va.
CRUMP, EMILY.....	Stenographer, 10th and Main Sts., Richmond, Va.
MAPP, ADA (Mrs. James Hyslop)	Grangeville, Accomac County, Va.
*MORTON, ROSALIE.....	
MOSBY, MERRIMAC.....	Teaching, Martinsville, Va.
ROGERS, MITTIE (Mrs. B. W. Jones)	Churchville Gap, Va.
STEGER, HATTIE.....	Teaching, Rockingham County, Va.
WALTON, LENA (Mrs. Roberts)	Charlotte County, Va.
WATSON, GEORGIA (Mrs. Copeland)	Hampton, Va.
WHITE, MARY (Mrs. Pearson)	Bristol, Tenn.
WICKER, BELLE.....	Teaching, High School, Tampa, Fla.
WONACK, ROSE (Mrs. Wm. Henderson)	Briery, Prince Edward County, Va.

Professional Graduates.

EGGLESTON, JULIA.....	Teaching, West End School, Richmond, Va.
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Full Graduates, February, 1894.

ARMISTEAD, MARTHA (Mrs. C. E. Morton)	Crewe, Va.
CHEWNING, LOU (Mrs. S. F. Sharper)	Saluda, Va.

*Deceased.

CUNNINGHAM, PEARLE (Mrs. Boyle).....	Rocky Mount, N. C
HARDY, JANE (Mrs. Long)	Johnson City, Tenn.
HARWOOD, NANNIE (Mrs. Disharoon)	Hampton, Va.
HUNT, FLORINE (Mrs. A. M. Fowler).....	503 W. 122d St., N. Y.
SHELL, EFFIE	Teaching, Meridian, Va.

Full Graduates, June, 1894.

BENNETT, LIZZIE.....	Teaching, High School, Leesburg, Va.
BLAND, LOLA	Teaching, Pinetta, Gloucester County, Va.
BRANCH, MABIN (Mrs. Branch)	White Plains, Va.
CHANDLER, JENNIE (Mrs. Carpenter)	Caroline County, Va.
FITZHUGH, MARY (Mrs. Eggleston)	Portsmouth, Va.
GAYLE, LULA (Mrs. Bland)	Shacklefords, Va.
GREEVER, VIRGINIA	Chilhowie, Va.
HARRIS, ALMA	Teaching, Dinwiddie C. H., Va.
HARRIS, PAULINE (Mrs. A. E. Richardson)	Dinwiddie, C. H., Va.
HUDGINS, RUBY (Mrs. Diggs)	Hampton, Va.
OGLESBY, MARY SUE	Draper, Pulaski County, Va.
ROBERTS, MABEL (Mrs. S. D. Tankard)	Franktown, Va.
STAPLES, JANIE (Mrs. Eddie Chappell).....	Briery, Va.
TROWER, LENA (Mrs. Ames)	Only, Accomac County, Va.
WESCOTT, GEORGIA (Mrs. Stockley)....	Teaching, Accomac County, Va.
*WILKIE, KATHIE.....	

Professional Graduates.

BUCHANAN, MATTIE	Teaching, Fairwood, Va.
HARRISON, JULIA (Mrs. Pedrick)	Portsmouth, Va.
HIGGINS, EMMA (Mrs. L. B. Johnson)	Gilmerton, Va
LEACHE, JULIA	Teaching, Pulaski, Va.
POLLARD, MAUD (Mrs. R. S. Turman).....	Atlanta, Va.

Full Graduates, February, 1895.

ARMISTEAD, ELLEN (Mrs. Guerrant).....	Farmville, Va.
BOYD, CARRIE.....	Bryant, Nelson County, Va.
DAVIS, EULALIE (Mrs. Woodson).....	Richmond, Va.
EGGLESTON, MARTHA	Teaching, Burkeville, Va.
FEREBEE, MARY (Mrs. Old).....	Lynnhaven, Va.
GODWIN, MARY.....	Teaching, Fincastle, Va.
IVY, MRS. SALLIE B.....	Norfolk, Va.
JAYNE, MATTIE.....	Teaching, 1603 Thirtieth St., N. W., Washington
*Kean, ELVIRA.....	

*Deceased.

MARABLE, SUDIE (Mrs. Scales)	Hulcolm's Rock, Va.
OSBORNE, TEMPE, R. F. D. No. 2	Berryville, Va.
RATCLIFFE, MARY (Mrs. Chenery)	Ashland, Va.
RHRIFT, SUSIE	Teaching, Big Stone Gap, Va.
WOLFE, BESSIE	Teaching, Glenolden, Penn.

Professional Graduates.

BURTON, KATE (Mrs. Glenn)	Lynchburg, Va.
HOOPER, MARY (Mrs. Bernard McClaugherty)	Bluefield, W. Va.

Full Graduates, June, 1895.

BADGER, HELEN	Stenographer, 1910 N. 22d St., Philadelphia, Pa.
*BRADSHAW, CORNELIA	
BONDURANT, GEORGIA	Teaching, Graham, Va.
BRIMMER, ROSE	Teaching, Danville, Va.
CONWAY, DAISY (Mrs. H. L. Price)	Blacksburg, Va.
DAVIDSON, LOTTIE	Farmville, Va.
GALLOWAY, LIZZIE	Teaching, Roanoke, Va.
GRAY, MAUD (Mrs. O'Neil)	Chapel Hill, N. C.
LITTLEPAGE, CARRIE	Teaching, White Post, Va.
O'BRIEN, CLARA	Teaching, Manchester, Va.
RANEY, SUE (Mrs. S. H. Short)	Lawrenceville, Va.
STONE, KATE	Roanoke, Va.
STUBBS, LINWOOD	Woods Cross Roads, Va.
WICKER, NELLIE	Supt. in Hospital, Polk, Penn.
WOOTTON, AGNES (Mrs. Richard Spencer)	Farmville, Va.

Professional Graduates.

BULLARD, IRENE, M. D.	Birmingham, Ala.
DAVIS, MARY	Madenburg, Va.
FULKS, SUSIE (Mrs. Edwin Williams)	St. Louis, Mo.
FORD, ELLA	Teaching, High School, Washington, D. C.
HARDY, PEARL	Teaching, Nottoway County, Va.
HATHAWAY, VIRGINIA	Teaching, White Stone, Lancaster County, Va.
*HIGGINBOTHAM, NANCY	
NULTON, BESSIE (Mrs. J. B. Noffman) 905 Delaware Ave	Wilmington, Del.
PARLETT, MATTIE	Teaching, 28 York Place, Norfolk, Va.
TRENT, ADELAIDE	Teaching, Moss Point, Miss.
WINFREE, EMMA	Teaching, Richmond, Va.

Full Graduates, February, 1896.

BROWN, MYRTLE	Danville, Va.
CURTIS, BETTIE	Teaching, Newport News, Va.

*Deceased.

HARDY, ZOU.....	Teaching, Roanoke, Va.
JONES, ETHELYN (Mrs. Wiley Morris).....	Designer for Modern Priscilla, Boston, Mass.
LEE, NELLIE CAMERON.....	Pittsburg, Penn.
LINDSEY, BESSIE.....	Teaching, Charlotte, N. C.
MORRIS, LOUISE.....	Teaching, Farmville, Va.
PAINTER, MARTHA.....	Governess, Woods, Albemarle County, Va.
PHILLIPS, JENNIE (Mrs. Henry Elliott).....	Hampton, Va.
THORNTON, MATTIE (Mrs. T. J. Pennybacker).....	South McAllister, I. T.
VAUGHAN, LIZZIE.....	Morven, Va.
VERSER, MERRIE.....	Teaching, Newport News, Va.
WARREN, MARY.....	Stenographer, Silver, Burdett & Co, New York.
WICKER, MAUD.....	Stenographer, Farmville, Va.
WILSON, MATTIE (Mrs. James Womack).....	Farmville, Va.

Professional Graduates.

MILLER, MAGGIE.....	Teaching, 210 Clay Avenue, Norfolk, Va.
WELSH, MABELLE (Mrs. Clifford Rudd).....	Richmond, Va.

Full Graduates, June, 1896.

ASHLEY, DAISY.....	Teaching, 31 Falkland St., Norfolk, Va.
BERKELEY, ROBBIE BLAIR (Mrs. W. C. Burnet).....	Washington, D. C.
BLAND, PATTIE.....	426 Greene Avenue, Brooklyn, N. Y.
BLAND ROSALIE.....	Shacklefords, Va.
CARROLL, MARGUERITE.....	384 Boulevard Avenue, St. Louis, Mo.
CHISMAN, LILA.....	Teaching, Hampton, Va.
DAVIS, AZILE.....	Teaching, Selma, Ala.
FLETCHER, KATE.....	Stenographer, Welch, W. Va.
HAISLIP, THERESA Asst. Editor.....	Staunton, Va.
HOLLAND, MELL.....	Teaching, Chester, Va.
McCRAW, ANNIE (Mrs. J. W. Anderson).....	Dillwyn, Va.
NEALE, RUSSELL.....	Teaching, Poquoson, York County, Va.
PARSONS, BERTIE (Mrs. F. T. Taylor).....	Oak Hall, Va.
SCOTT, ANNIE (Mrs. Robt. Branch).....	Morven, Va.
SMITHSON, ELIZABETH.....	Teaching, I. A. Marsella 417, City of Mexico
TAYLOR, MARY BYRD.....	Teaching, Amelia County, Va.
TAYLOR, MARY HANNAH.....	Teaching, Sandiges, Va.
VAUGHAN, EUGENIA (Mrs. Brannon).....	Pettit, Miss
VENABLE, RUBY.....	Farmville, Va.
WALTON, LILY (Mrs. W. W. Bondurant).....	Sherman, Texas

Professional Graduates.

CAMERON, JEAN.....	Teaching, Bennettsville, S. C.
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HATCHER, ELIZABETH	Teaching English and History, Fork Union, Va.
LINDSEY, ELLEN	Teaching, Yellow Tavern, Henrico County, Va.
McCABE, MARGARET	Teaching, Washington, D. C.
MORTON, LOULIE M.	Farmville, Va.
SMITH, EVA (Mrs. Ferebee)	Oceana, Va.
*WALTHALL, JULIA	

Full Graduates, February, 1897.

COPER, IDA (Mrs. Seim)	Baltimore, Md.
DANIEL, MARY B. (Mrs. Randolph Jones)	Rival, Buckingham County, Va.
KENNERLY, MARTHA	Teaching Biology, High School, New Haven, Conn.
PARSONS, MAMIE	Teaching, Atlantic, Va.
SPAIN, KATE	Teaching, Sutherland, Dinwiddie County, Va.
STONE, VIRGINIA	Teaching, Bristol, Va.
WATKINS, ALICE	Stenographer, Richmond, Va.

Professional Graduates.

KIPP, LANDONIA (Mrs. Alec. Black)	Blacksburg, Va.
MASSENBURG, MARY (Mrs. Hardy)	Hampton, Va.
POLLARD, MINNIE (Mrs. Austin)	Hinton Street, Norfolk, Va.
SHELL, PEACHY (Mrs. R. E. Brown)	1295 W. Cary St., Richmond, Va.
SLAUGHTER, MARIE (Mrs. Harvie Hall)	Roanoke, Va.
WELCH, CHARLOTTE	624 Rorer Avenue, S. W., Roanoke, Va.

Full Graduates, June, 1897.

BALLOU, ANNIE (Mrs. Talley Ballou)	Houston, Va.
DIVINE, LILLIAN	Teaching, Jefferson Institute, Falls Church, Va.
DOUGHTY, GRACE (Mrs. Gladson)	Exmore, Northampton County, Va.
FERREBEE, ANNIE	Bookkeeper, 318 Boush Street, Norfolk, Va.
FLOYD, SALLIE (Mrs. A. T. Bell)	Marionville, Va.
GILLIAM, LILLIAN	Teaching, Toga, Buckingham County, Va.
IRVING, ANNE (Mrs. Evans)	Truxillo, Amelia County, Va.
LeCATO, EMMA	Teaching, Puntotægue, Accomac County, Va.
LESTOURGEON, FLORA	St. Katherine's School, Bolivar, Tenn.
MAPP, ZILLA (Mrs. Arthur Winn)	Boydtown, Va.
POLLARD, PATTIE (Mrs. Morrow)	High Hill, Halifax County, Va.
*PRICE, LILY	
*PRICE, MATTIE	
SPENCER, EDNA (Mrs. J. E. Haynsworth)	Haynsworth, Fla.
SLAUGHTER, MARIE (Mrs. Harvie Hall)	Roanoke, Va.
WAINWRIGHT, MATTIE (Mrs. Ernest Whitehead)	Farmville, Va.

*Deceased.

WILKIE, MARY C.....Teaching, Lexington, Ky.
YOUNG, JESSIE.....Teaching, Hebron, Va.

Professional Graduates.

BRINSON, MARY ELEY (Mrs. J. E. Elliott).....Wilmington, Del.
BULIFANT, BLANCHE.....Teaching, High School, Hampton, Va.
DYER, LOTTIE (Mrs. Schneider).....Herndon, Va.
EWELL, JENNIE.....Teaching, Hickory Grove, Chesterfield Co., Va.
HOLDEN, MINNIE (Mrs. Thos. J. Davis).....Summerton, S. C.
HUMPHRIES, MADGE.....Principal Schools, Lignum, Culpeper County, Va.
IVY, ELIZABETH.....Supervisor of Drawing, Newport News, Va.
SMITH, LILY.....Miller School, Va.
WRAY, CHARLOTTE.....Teaching, Hampton, Va.

Full Graduates, February, 1898.

BALDWIN, LAURA.....Farmville, Va.
BLAND, LILY (Mrs. W. F. D. Williams).....Cape Charles, Va.
BOOTH, ANNIE.....Teaching, Drake's Branch, Va.
CHISMAN, MARY WHITING (Mrs. Harry Holt).....Hampton, Va.
COX, MARY WHITE.....Farmville, Va.
CUTHERELL, RUBY.....Teaching, Rosemont, Norfolk County, Va.
HARRIS, LAURA (Mrs. W. H. Lippitt).....Teaching, Dinwiddie, Va.
SPAIN, CORA.....Teaching, Swansboro, Henrico County, Va.
SPIERS, EUNICE (Mrs. John Robinson).....Drewry's Bluff, Va.
TURNER, MARTHA (Mrs. W. L. Cooke).....Newport News, Va.
VADEN, MARY (Mrs. B. L. Blair).....Troy, N. C.
VENABLE, GENEVIEVE (Mrs. Morton Holladay)....Hampden-Sidney, Va.
WARREN, ODELLE (Mrs. M. L. Bonham).....28th St., Richmond, Va.

Professional Graduates.

MEARS, BELLE (Mrs. BURKE).....Teaching, Phœbus, Va.
OAKLEY, NELLIE.....Teaching, Salem, Va.

Full Graduates, June, 1898.

AMOS, MARTHA.....Teaching, Roanoke, Va.
BLAND, EMMA.....Teaching, Blackstone, Va.
BOYD, MARY (Mrs. Samuel Scott).....Vinita, Goochland County, Va.
BOYD, SUSAN.....Teaching, Charlottesville, Va.
BRANDIS, FLORENCE (Mrs. Geo. Davidson).....Manchester, Va.
CRALLE, LOULIE (Mrs. James Lancaster).....Farmville, Va.
*COX, LILLIAN.....
CUNNINGHAM, ANNIE HAWES.....Teaching, Berkeville, Va.

*Deceased

DANIEL, ANNA.....	Farmville, Va.
FOWKLES, MARY.....	Teaching Meherrin, Prince Edward County, Va.
HARGRAVE, ELIZABETH (Mrs. E. V. Clemnets).....	Manquin, Va.
JACKSON, MARY.....	Teaching, Arvonia, Va.
MORRIS, KATHERINE (Mrs. Anderson).....	Crewe, Va.
OTLEY, LOUISE (Mrs. Koiner).....	Waynesboro, Va.
PIERCE, ELSIE.....	Principal, Graded Schools, Rixeyville, Va.
ROBERTS, MARY (Mrs. Mark Pritchett).....	South Hill, Va.

Professional Graduates.

BIRDSDALL, ELIZABETH (Mrs. Moon).....	Fredericksburg, Va.
BROADWATER, CORRIE.....	St. Paul, Va.
DARDEN, LALLA.....	Teaching, Hampton, Va.
GREEVER, IDA.....	Teaching, Burk's Garden, Va.
MCKINNEY, CHARLOTTE (Mrs. Lee Gash).....	Decatur, Ga.
MEASE, MISSIE.....	Teaching, Sandy Level, Va.
PERCIVAL, PATTIE.....	Teaching, Ettrick, Dinwiddie County, Va.
POLLARD, BERNICE	Teaching....Lambert's Point, Norfolk County, Va.
RILEY, KATHLEEN.....	Teaching, Falls Church, Va.
THOMPSON, GERTRUDE	Teaching,....200 N. Park Avenue, Norfolk, Va.
WHITAKER, ALICE, (Mrs. Edw. Bates).....	Ivor, Va.

Full Graduates, January, 1899.

CARTER, LILY, (Mrs. Vaughan).....	Amelia C. H., Va.
MICHIE, SALLIE.....	Teaching, Covington, Va.
PRESTON, NELLY.....	Seven Mile Ford, Va.
SCOTT, LELIA.....	Teaching, Covington, Va.
TALIAFERRO, CARRIE BROWN.....	Teaching, Chatham Institute, Va.
THORNTON, LUCY (Mrs. Von Weise).....	Indian Territory.
VAUGHAN, JULIA (Mrs. Kirk Lunsford).....	Roanoke, Va.
WRIGHT, LUCY (Mrs. Robt. James).....	Newport News, Va.

Professional Graduates.

FEATHERSTONE, MARTHA.....	Teaching, Roanoke, Va.
RICHARDSON, ELLEN (Mrs. H. W. Walker).....	Oklahoma City.
READ, DAISY.....	Teaching, Pulaski, Va.

Full Graduates, June, 1899.

ARMSTRONG, ELLEN.....	Decatur, Ga.
CLAIBORNE, SALLIE (Mrs. Kempar Huff).....	Waynesboro, Va.
DRIVER, FRANCES.....	Portsmouth, Va.

FRANKE, FLORENCE.....	Teaching, Charlotte C. H. Va.
GODWIN, ELLA.....	Teaching, Clarke County, Va.
JONES, MATILDA.....	Stenographer, Richmond, Va.
LEIGH, RUBY B. (Mrs. A. W. Orgain).....	Dinwiddie, Va.
LEWIS, DELLA.....	Claremont, Va.
READ, DAISY.....	Teaching, Pulaski, Va.
SOMERS, LOLA (Mrs. J. R. Brown).....	Bloxom, Accomac County, Va.

Professional Graduates.

JORDON, NELLIE (Mrs. Dr. Wasling).....	Pulaski, Va.
LANCASTER, NATALIE.....	Assistant Teacher, S. F. N. S., Farmville, Va.
LEACH, ANNETTE (Mrs. Andrew Gemmell).....	Pulaski, Va.
OSBORNE, ALVERDA.....	R. F. D., No. 2. Berryville, Va.
WELSH, ALICE.....	Sec. of Prin. of High School, Richmond, Va.

Full Graduates, January, 1900.

CHILTON, JULIA (Mrs. C. H. Dunaway).....	Richmond, Va.
CULPEPER, ELIZABETH (Mrs. Martin).....	Portsmouth, Va.
GOODE, MARGARET.....	Teaching, Hopkinsville, Ky.
HENING, LILY.....	Teaching, Swansboro, Va.
HOLLAND, KELLOGG.....	Teaching, Burlington, N. C.
JOHNS, MARTHA.....	Teaching, Farmville, Va.
WATKINS, ELIZABETH (Mrs. Harry R. Houston).....	Hampton, Va.

Professional Graduates.

BINNS, VIVIAN (Mrs. C. E. Parker)122 27th Street, Newport News, Va.	
HAWKINS, CELIA.....	Teaching, Bluefield, W. Va.
HOWARD, IDA.....	Teaching, Pulaski, Va.

Full Graduates, June, 1900.

ARMSTRONG, SADIE.....	Teaching, Madison Mills, Va.
CHILTON, LAURA.....	Teaching, Lancaster C. H., Va.
CLEMENTS, NORMA.....	Teaching, 1227 Twenty-fifth St., Newport News, Va.
COLEMAN, MARY.....	Private Secretary, 66 Clark St., Brooklyn, N. Y.
COX, MARY VENABLE.....	Teaching, Math. S. F. N. S., Farmville, Va.
DAVIS, LOUISE (Mrs. Hall).....	Brooklyn, N. Y.
JONES, MAUD (Mrs. Wm. Horner).....	Rosemary, N. C.
LANCASTER, NATALIE.....	Assistant in Math. S. F. N. S., Farmville, Va.
ROYALL, NANNIE (Mrs. Armistead Rice)Agnes Sanatorium, Denver, Col.	
RICE, BESSIE.....	Teaching, Mt. Airy, N. C.

Professional Graduates.

CRAFFORD, HELEN	Teaching, Morrison, Warwick County, Va.
HALE, MARGARET (Mrs. Noell)	Clarksburg, W. Va.
HOUPT, ELLA	Teaching, High School, Leesburg, Va.
HOUSTON, BRUCE (Mrs. W. E. Davis)	Jellico, Tenn.
MILLER, LIDA	Teaching, 101 Central Avenue, Norfolk, Va.
RANDOLPH, ELEANOR	Greenville, Va.
RICHARDSON, MARY	Teaching, Elizabeth College, Charlotte, N. C.
SIBLEY, MAGGIE (Mrs. H. S. Smith)	Baltimore, Md.

Full Graduates, January, 1901.

CARPER, BESSIE	Medical Student, Woman's Medical College, Phila., Pa.
CRIM, MERCY	Teaching, High School, Leesburg, Va.
GOODWIN, JOSEPHINE	Teaching, Arrington, Nelson Co., Va.
HOOK, LILLIAN	Teaching, Doe Hill, Va.
*WATKINS, MARION (Mrs. A. L. Martin)	
WELLS, BESSIE	Teaching, Manchester, Va.

Professional Graduates.

CHEATHAM, LILIAN	Teaching, Chester, Va.
CHERNAUT, HESSIE	Teaching, Hampton, Va.
SHARPE, IDA (Mrs. Walter J. Cox)	Teaching, Crewe, Va.
WATTERSON, PEARL	Teaching, Olmsted, W. Va.

Full Graduates, June, 1901.

ATKINSON, ALICE	Monroe, N. C.
BARNES, EMMA	Teaching, Newport News, Va.
COLEMAN, ALICE	Supervisor of Music, Norfolk, Va.
HOGG, SARAH	Teaching, Newport News, Va.
HOGWOOD, LOUISE (Mrs. Harry Russell)	Cape Charles, Va.
JACKSON, JENNIE (Mrs. Edw. Roberts)	Arvonia, Va.
LUCK, JOSEPHINE	Teaching, Elizabeth City, N. C.
MILLER, MARTHA	Teaching, Stonega, Wise County, Va.
PALMER, BESSIE (Mrs. Saunders)	Asheville, N. C.
WHEALTON, JANIE (Mrs. T. S. Leitner)	Chester, S. C.

Professional Graduates.

CAMPER, PAULINE	Teaching, Salem, Va.
COLEMAN, ETHEL	Teaching, Signpine, Va.

*Deceased.

COX, JESSIE	Teaching, Prentis School, Portsmouth, Va.
ELCAN, GRACE	Teaching, Tallahassee, Fla.
FINKE, BEULAH	Teaching, Roanoke, Va.
HENDERSON, MATTIE	Teaching, Vinton, Va.
HOUSER, NANNIE	Teaching, Greenville, Va.
LATIMER, NINA	Teaching, 800 W. Marshall St., Richmond, Va.
PHILLIPS, MOLLIE	Teaching, Hampton, Va.
RENICK, MILDRED	Teaching, Roanoke County, Va.
SELDEN, MARY	Teaching, Newport News, Va.
STEIGLEDER, EDITH	Teaching, East Richmond, Va.
WHITE, FRANCES (Mrs. Dr. P. S. Mertins)	Montgomery, Ala.
WHITE, JEANNETTE	Teaching, Salem, Va.
WILLIAMS, JANIE	Teaching, Well water, Buckingham County, Va.

Full Graduates, January, 1902.

FARTHING, MARY	Teaching, Charlotte C. H., Va.
MOORE, WILLIE	Teaching, Harwell, Mecklenburg County, Va.
MUNDY, NELLIE	Teaching, Priddys, Va.
SMITH, FRANCES Y.	Teaching, Charlotte C. H., Va.

Professional Graduates.

DYER, RUTH	Teaching, Roanoke, Va.
JONES, MARY CAMPBELL (Mrs. Batt)	Norfolk, Va.
SPARKS, MARY	Teaching, Culpeper, Va.
OWENS, EMMA (Mrs. J. G. ENLISS)	Richmond, Va.
FIGNOR, ZILPAH	Teaching, Hampton, Va.
WINSTON, HELEN	Teaching, Bristol, Va.

Full Graduates, June, 1902.

BRACY, JENNIE	Teaching, Pocahontas, Va.
COLE, CORA	Teaching, Fredericksburg, Va.
COLE, ETHEL (Mrs. E. H. Auld)	Millesboro, Ky.
SCAGGS, JULIA (Mrs. Curtis Biscoe)	Fredericksburg, Va.
WOOD, LUCY	Richmond, Va.

Professional Graduates.

BLACKISTON, HELEN	Assistant Teacher, S. F. N. S., Farmville, Va.
BRYAN, GEORGIA (Mrs. Arthur Hutt)	Norfolk, Va.
CHUMBLEY, LELIA	Teaching, Keezletown, Va.
CLARK, Mary E.	Teaching, Morven, Amelia County, Va.
DEXTER, ROSE	Teaching, Hampton, Va.

GOODE, CARRIE (Mrs. John Bugg).....	Phillis, Va.
HALL, EVA.....	Teaching, McClung, Va.
HALL, ELIZABETH.....	Teaching, Pulaski, Va.
HARRIS, ORA.....	Teaching, Wise, Va.
HIX, CARRIE.....	Teaching, Roanoke, Va.
KING, EMMA.....	Teaching, Rockford, Va.
KINZER, ANNA (Mrs. Ernest Shawen)....	213 Rose Avenue., Norfolk, Va.
KIZER, CLAUDINE.....	Teaching, Roanoke, Va.
MARSH, MARTHA.....	Teaching, Lancaster, Va.
MORRIS, SALLIE.....	Principal Haley High School, Louisa, Va.
PILSWORTH, NORA.....	Richmond, Va.
POWERS, MARY FRANCES.....	Teaching, Mathews, Va.
ST. CLAIR, KATIE.....	Teaching, Danville, Va.
VAUGHAN, KATHERINE (Mrs. Southall Farrar).....	Jetersville, Va.
WADE, MAMIE.....	Teaching, Bennettsville, S. C.
WARNER, SUSIE.....	Teaching, Reedsville, Va.
WINFIELD, FLORENCE.....	Teaching, Diston, Dinwiddie County, Va.

Full Graduates, January, 1903.

PHELPS, MAY.....	Teaching, Monita, Va.
WHITMAN, PEARL.....	Teaching, Tip Top, Tazewell County, Va.

Professional Graduates.

BASKERVILL, ELIZABETH....	Teaching, Clifton Forge, Alleghany Co., Va.
TAYLOR, MINNIE.....	Teaching, Greenville, N. C.
TURNER, NANNIE.....	Teaching, Newport News, Va.
WHITE, ELEANOR.....	Teaching, Male Academy, Tarboro, N. C.

Full Graduates, June, 1903.

BASKERVILL, ELIZABETH, Teaching, Clifton Forge, Alleghany, County, Va.	
DOUGHTY, ANNIE.....	Teaching, Cedar Bluff, Va.
HANKINS, HARRIET PARKER.....	Teaching, Williamsburg, Va.
HARVIE, OTELIA.....	Studying Music, Richmond, Va.
PAXTON, ANNA.....	Teaching, 417 Moore St., Bristol, Tenn.
PECK, MARY.....	Teaching, Fincastle, Botetourt County, Va.
WATKINS, NEVILLE.....	Teaching, Barton Heights, Va.

Professional Graduates.

ADAIR, JANIE.....	Bluff City, Va.
ADAMS, GRACE.....	Teaching, Stonega, Va.
ARWIN, ETHEL.....	Teaching, Wilburn, Va.

BERRYMAN, LOUISE.....	Teaching, Brambleton, Norfolk, Va.
*BRADSHAW, BERNICE.....	
BROOKS, OLIVE.....	Teaching, Crittenden, Nansemond Co., Va.
CARTER, LAURA (Mrs. Harry Hundley).....	Norfolk, Va.
CLARK, MARY (Mrs. R. R. Claiborne).....	St. Francesville, La.
CLENDENING, RUTH (Mrs. Gaver).....	Washington, D. C.
COOK, MILDRED.....	Asst. Y. W. C. A. Secretary, Danville, Va.
CRIGLER, ELMER.....	Teaching, Steele's Tavern, Va.
DANIEL, MARY RIVES.....	Teaching, Suffolk, Va.
EPPS, MARY.....	Teaching, Brambleton, Norfolk Va
FORD, JANIE.....	Teaching, Martinsville, Va.
FOSTER, DAISY.....	Teaching, Roanoke, Va.
FRAYSER, MARY (Mrs. J. W. McGehee).....	Reidsville, N. C.
GANNAWAY, SUE.....	Teaching, Delton, Pulaski County, Va.
GOGGIN, MARY (Mrs. Page D. Nelson).....	Lynchburg, Va.
GOGGIN, MARTHA (Mrs. C. W. Woodson).....	Rustburg, Va.
GRAY, ELLA.....	Teaching, Newport News, Va.
GRESHAM, ANNIE (Mrs. L. F. Orrison)Mt. Vernon Flats, Washington, D. C.	
HOLMES, GRACE.....	Teaching, Tacoma Park, D. C.
JAMES, GEORGIA.....	Teaching, Mathews, Va.
McCLAVE, AGNES.....	Teaching, Hastings, N. Y.
MOORMAN, LIZZIE.....	Teaching, Near Lynchburg, Va.
PARRAMORE, LOUISE.....	Teaching, Hampton, Va.
PEEK, NELLIE.....	Teaching, Hampton, Va.
PICKRELL, JUSTINE.....	Teaching, Davis College, Petersburg, Va.
SINCLAIR, ETTA.....	Teaching, Hampton, Va.
STEPHENS, KATHERINE.....	Teaching, Burk's Garden, Va.
STEPHENSON, DAISY.....	Teaching, Theological Seminary, Alexandria, Va.
WARREN, GRACE.....	
WATKINS, HENRIETTA.....	Teaching, Whitewell, Va.
WHITE, NELLIE.....	Teaching, near Salem, Va.
YONGE, MARY.....	Teaching, Stuarts Draft, Augusta County, Va.
YOUNG, EULA (Mrs. Berrisford).....	Teaching, Dryden, Va.

Full Graduates, January, 1904.

EVANS, MILDRED.....	Teaching, Radford, Va.
GRAY, MARY.....	Grayton, Md.

Professional Graduates.

EATON, BERTIE.....	Bristol, Va.
ETHERIDGE, MARIE.....	Teaching, Indian Creek, Norfolk County, Va.
GODWIN, LOUISE.....	Teaching, Birds Nest, Northampton Co., Va.

*Deceased

HARRIS, BERTHA.....	Teaching, Swoope, Va.
HEARRING, MIRIAM.....	Teaching, Elba, Norfolk County, Va.
HETERICK, EVA.....	Teaching, Farmville, Va.
HOLMAN, MARTHA.....	Teaching, Morven, Va.
KING, ELIZABETH.....	Alexandria, Va.
MASON, ANNIE.....	Teaching, Elks, Va.
McGEORGE, BESSIE	Teaching, Bruington, King and Queen County, Va.
McGEORGE, CARRIE	Teaching, Bruington, King and Queen County, Va.
MC LAUGHLIN, ANNIE.....	Teaching, Halstead Point, Va.
MERRILL, CHARLOTTE.....	Teaching, Hampton, Va.
MILLER, ILIA.....	Teaching, Mendota, Washington County, Va.
MOOMAW, LUCILE.....	Roanoke, Va.
PERKINS, CLAUDIA.....	Teaching, Newport News, Va.
SUTHERLIN, CARRIE.....	Assistant in English, Farmville, Va.
TAYLOR, COURTNEY.....	Teaching, Mattoax, Amelia County, Va.
TILLAR, BEULAH.....	Seven Pines, Henrico County, Va.
TOPPING, ETHEL.....	Amburg, Middlesex County, Va.

Full Graduates, June, 1904.

BALDWIN, MARY CECIL.....	Teaching, Radford, Va.
BURGER, MARY ELLA.....	Farmville, Va.
SMITHEY, NELLIE CARSON.....	Teaching, Sabot, Va.

Professional Graduates.

BEARD, OLLIE MERTON.....	Teaching, Berkley, Va.
BRITTINGHAM, AUDREY ESTELLE.....	Teaching, Hampton, Va.
BURGE, NANNIE.....	Teaching, Martinsville, Va.
CAMPBELL, MARY LOUISE.....	Teaching, Pulaski City, Va.
CARTER, BESSIE WHITWORTH.....	Teaching, Prospect, Va.
CHRISMAN, LUCY CARTER.....	Teaching, Natural Bridge, Va.
CLARY, INEZ L.....	Teaching, Manchester, Va.
COBBS, ELIZABETH FLOURNOY.....	Teaching, Rip Raps, Va.
DEY, JESSIE.....	Teaching, Norfolk, Va.
FINKE, JESSIE VIRGINIA.....	Teaching, Salem, Va.
GILBERT, MARY BLANCHE.....	Teaching, Giles County, Va.
GOODE, SARAH MASSIE (Mrs. C. C. Branch).....	Burgaw, N. C.
GRIFFIN, GERTRUDE.....	Portsmouth, Norfolk Co., Va.
HAHN, ELLA CLARA.....	Teaching, Newport News, Va.
HARRISON, AMELIA RANDOLPH.....	Teaching, Brunswick County, Va.
HERBERT, MARY ELIZABETH.....	Teaching, Norfolk, Va.
HINER, MARY CLAY.....	Assistant in English, S. F. N. S., Va.
HODNETT, FANNY (Mrs. Thos. Moses).....	Norfolk, Va.
HURT, JEMIMA.....	Teaching, Virnon, Roanoke County, Va.

JOHNSON, BLANCHE.....	Teaching, Roanoke County, Va.
KAY, CORA MAY.....	Teaching, Caroline County, Va.
KING, BESSIE BYRD.....	Teaching, Glen Allen, Va.
LEARY, SADIE VASHTI.....	Teaching, Deep Creek, Norfolk Co., Va.
MCCHESNEY, MARY JULIA	Teaching, Millbank, Prince Edward Co., Va.
MARITN, CARRIE.....	Teaching, Tazewell, Va.
MILLER, HALLIE J.....	Teaching, Afton, Va.
MOOREHEAD, MELVINA F.....	Teaching, New River Depot, Va.
MURFEE, BETTIE EULA.....	Teaching, Worsham, Va.
PAINTER, ELLEN GILMORE.....	Teaching, Draper, Va.
POWERS, MARY LITTLEPAGE.....	Teaching, Berryville, Va.
REYNOLDS, ETHEL.....	Teaching, Park Place, Norfolk, Va.
REYNOLDS, ALDA.....	Teaching, Maysville, Ga.
RODES, MARIANA.....	Lexington, Va.
SAMPSON, ETTA HANCOCK.....	Teaching, Manchester, Va.
SANDERLIN, PEACHY Norfolk, Princess Anne County, Va., R. F. D. No. 2.	
SAUNDERS, LILIAN A.....	Teaching, Newport News, Va.
SNEAD, LOTTIE.....	Teaching, Louisa, Va.
STARKE, SCOTIA.....	Teaching, Natural Bridge, Va.
STEARNS, LUCY JACKSON.....	Teaching, Nelson County, Va.
THOMPSON, MINNIE.....	Teaching, Roanoke County, Va.
VAUGHAN, LOUISE FRANKLIN (Mrs. M. A. French).....	Sunny Side, Va.
WHITMORE, JESSIE EVANS (Mrs. Elliott Booker).....	Farmville, Va.

Full Graduates, January, 1905.

CHERNAULT, MAUDE.....	Teaching, Prince Edward County, Va.
CRUTE, JANIE.....	Teaching, Bedford City, Va.
JEFFRIES, MARY.....	Culpeper, Va.

Professional Graduates.

ABBITT, ELEANOR.....	Teaching, Portsmouth, Norfolk County, Va.
ALLEN, AVICE.....	Teaching, King and Queen, Va.
ANDERSON, LUCY.....	Teaching, Farmville, Va.
ATKINSON, MARGERY.....	Teaching, Smithfield, Va.
COCKE, MARIA.....	Bon Air, Va.
DAVIS, SALLIE.....	Teaching, Elk Hill, Tazewell Co., Va.
GRAVELEY, GEORGIA.....	Teaching, Nansemond Co., Va.
IVES, MAUD.....	Land of Promise, Princess Anne County, Va.
JAMES, LIZZIE.....	Teaching, Ben Bois, Tazewell County, Va.
JOHNSON, LAURA.....	Teaching, Lincoln, Va.
LA BOYTEAUX, BEE.....	Teaching, Uvilla, W. Va.
MOORE, MAY SUE.....	Teaching, Franklin, Southampton County, Va.
REYNOLDS, STELLA.....	Teaching, Marengo, N. C.

SMITH, ZAIDEE.....	Teaching, Fishersville, Va.
TUCK, URSULA.....	Teaching, Moffet, Va.
WARE, ALICE.....	Teaching, Toano, Va.

Full Graduates, June, 1905.

ANDERSON, MAUD MARSHALL.....	Millbank, Va.
BROOKE, LUCY MORTON.....	Teaching, Culpeper, Va.
CHILTON, SUSIE KATHERINE.....	Lancaster, Va.
DAY, MARY FRENCH.....	Teaching, Brambleton, Norfolk, Va.
DICKEY, EDITH LEIGH.....	Teaching, Miller School, Va.
DUVALL, EDITH BRENT.....	Student, S. F. N. S., Farmville, Va.
PAULETT, ALICE EDMUNDS.....	Farmville, Va.
WADE, ELIZABETH HAMILTON.....	Teaching, Greenville, N. C.

Professional Graduates, June, 1905.

CLEMMER, LENNIE MAY.....	Murat, Rockbridge Co., Va.
DIEHL, ANNA LOIS.....	Burgess, Dinwiddie County, Va.
EDWARDS, FLORENCE C.....	Arvonia, Va.
EWELL, MARY ISH.....	Teaching, Earleysville, Va.
FLETCHER, MAMIE EDNA.....	Teaching, Orange County, Va.
GOULDING, ETHEL FITZHUGH, Teaching, Rap'h'n'k Academy,	Caroline, Co., Va.
HEATH, NELLIE GRAY.....	Teaching, Tazewell, C. H.
HINMAN, OLIVE MAY.....	113 University Place, N. Y.
HODGES, WILLIE KATE (Mrs. M. T. Boothe).....	Natalie, Va.
HOMES, MARY VIRGINIA.....	Boydton, Mecklenburg County, Va.
HOWARD, MYRA.....	Teaching, Greendale, Washington County, Va.
HURST, GRACE.....	Kilmarnock, Lancaster County, Va.
LEE, ELLEN MOORE.....	Teaching, Gloucester, Va.
LEMON, BETSEY.....	Callaway, Franklin County, Va.
LEWIS, CARLOTTA.....	Buchanan, Botetourt County, Va.
LUTTRELL, MILDRED ELIZABETH (Mrs. B. L. Payne).....	Diascund, Va.
MANSON, LUCY HAWES (Mrs. Chas. M. Simpson).....	Whaleyville Va.
*MUSE, SUE.....	
NEWCOMB, MAUD.....	Teaching, McKenney, Dinwiddie County, Va.
PIERCE, FANNY MAY.....	Berkley, Va.
RICHARDSON, HARRIET ELIZABETH.....	Teaching, Suffolk, Va.
STEPHENS, MARGERET LYNN.....	Teaching, Surry, Va.
TINSLEY, ELIZABETH GARLAND.....	Teaching, Crooked Run, Va.
WALTHALL, EPSIE.....	
WATSON, CALVA HAMLET.....	Teaching, Sheppards, Va.
WHITLEY, MARY EDITH.....	Indika, Isle of Wight County, Va.

*Deceased.

WILSON, GRACE MACON.....Teaching, Lynchburg, Va.
 WOLFE, FRANCES ROBERDEAU.....Teaching, Blackstone, Va.
 WOODRUFF, HESSIE ST. CLAIR (Mrs. J. Luckin Bugg)....Farmville, Va.

Full Graduates, January, 1906.

BUGG, HATTIE KING..... Farmville, Va.
 CHILDREY, HELEN AGNEW.....Teaching, Richmond, Va.
 CRAWLEY, FENNELL.....Teaching, Atlee, Va.
 FORD, MARY SHERMAN.....Teaching, Dumbarton, Va.
 FORD, SUSIE EMILY.....Teaching, Dumbarton, Va.
 INGRAM, FLORENCE LINDWOOD.....Teaching, Barton Heights, Va.
 INGRAM, NELL DOUGLAS.....Teaching, Charlottesville, Va.
 SANDERLIN, CLARA CHARLOTTE.....Tarboro, N. C.
 STEPHENSON, GEORGIANA ELIZABETH.....Teaching, Covington, Va.

Professional Graduates, January, 1906.

CARNEAL, NELLIE V.....Teaching, White's Mill, Caroline County, Va.
 DUNLAP, HENRIETTA CAMPBELL.....Teaching, Lexington, Va.
 HINER, LUCY CARY.....Baltimore, Md.
 JOLLIFFE, ANNA B. C.....Boyce, Clarke County, Va.
 KING, GERTRUDE CAROLINE.....Spencer, Henry County, Va.
 PRICE, MINNIE ESTELLE.....Teaching, Sutherland, Va.
 ROGERS, ANNA ROYSTER....Teaching, Wily, Buckingham County, Va.
 STARLING, BETTIE PRICE.....Teaching, Barton Heights, Va.
 THOMPSON, LILLIAN FREDERICKA.....Bluefield, W. Va.
 VAUGHAN, IVA PEARL.....Teaching, Cumnor, Va.

Full Graduates, June, 1906.

ADAMS, LOUISA.....Teaching, Atlee, Va.
 ASHBY, FLORIDA.....Teaching, Lovingston, Va.
 BAKER, NELLIE.....Teaching, 124 Berkley Ave., Berkley, Va.
 BULL, CARRIE.....Melfa, Va.
 COLEMAN, MARY.....Teaching, Mt. Jackson, Va.
 COMPTON, ISA.....Teaching, Dumbarton, Va.
 DUNGAN, CARRIE.....Teaching, Chilhowie, Va.
 FARISH, MARGARET.....Teaching, Atlee, Va.
 JACKSON, LELIA.....Farmville, Va.
 JONES, SALLIE.....Teaching, McKenney, Va.
 *LA BOYTEAUX, ZOULA.....
 McCRAW, BESSIE.....Andersonville, Va.
 MASON, MAUD.....Peabody Conservatory of Music, Baltimore, Md.

*Deceased.

MASSEY, JULIA.....	Teaching, Hampton, Va.
REDD, MARY ELIZABETH.....	Teaching, Tazewell C. H., Va.
ROGERS, DOROTHY.....	Student, Cornell University, Ithaca, N. Y.
SANDERLIN, CLARA.....	R. F. D., No. 2, Norfolk, Va.
SMITH, ADA MAY.....	Teaching, R. F. D., No. 7 Richmond, Va.
SMITH, DEBERNIERE.....	Charlotte C. H., Va.
VERSER, ELIZABETH.....	Teaching, Richmond, Va.

Kindergarten Graduates, June, 1906.

BRYDON, MARGARET.....	714 Colquhoun St., Danville, Va.
RICHARDSON, ELIZABETH.....	Teaching, Suffolk, Va.
SCOTT, RHEA.....	Teaching, C. E. I. Chatham, Va.

Professional Graduates, June, 1906.

ABBITT, MERLE.....	Port Norfolk, Va.
BOWERS, GERTRUDE.....	Teaching, Ashland, Va.
BURTON, GERTRUDE.....	Lafayette, Ala.
CAMPBELL, STEPTOE C.....	Teaching, Lovingston, Va.
COX, BEVIE.....	Teaching, Big Stone Gap, Va.
COX, EDNA.....	Teaching, Big Stone Gap, Va.
COX, SALLIE.....	Teaching, Radford, Va.
DOBIE, BELLE.....	Teaching, Fishersville, Va.
HENDERSON, MARGARET.....	Teaching, Crewe, Va.
HOLLAND, ELISE.....	Teaching, Greenville, Va.
HOWARD, ELIZABETH.....	Teaching, Pulaski, Va.
JUSTIS, ELIZABETH.....	Dry Bridge, Va.
KELLY, HATTIE.....	Teaching, Manchester, Va.
KIZER, LIZZIE.....	Teaching, Barton Heights, Va.
LEWELLING, FRANCES.....	Newport News, Va.
McCUE, VIRGIE.....	Lexington, Va.
MUNDEN, FRANCES.....	Teaching, Cape Charles, Va.
NUNN, VIRGIE.....	Teaching, Hampton, Va.
PRESTON, MARY.....	Salem, Va.
RICHARDSON, ELIZABETH.....	Teaching, Suffolk, Va.
THOMAS, MARY.....	Teaching, Greenville, Tenn.
WALTON, GRACE.....	Student S. F. N. S., Farmville, Va.
WARING, EMMA.....	Teaching, Rockbridge County, Va.
WILLIAMSON, PAULINE.....	Teaching, Pulaski Institute, Dublin, Va.

Full Graduates, January, 1907.

CHAPMAN, DAISY CORNELIUS.....	Stott, Va.
COBB, RUTH BATTEN.....	Ivor, Va.

GILLESPIE, LOIS VIRGINIA.....	Teaching, Farmville, Va.
GUY, MARY SIDNEY.....	Winnie, Va.
LEONARD, LOIS GERTRUDE.....	Teaching, Newport News, Va.
RYLAND, LEONORA TEMPLE.....	Teaching, Bristol, Tenn.
SCHOFIELD, MARY MERCER.....	Teaching, Barton Heights, Va.
STOKES, ELIZABETH KEESEE.....	Farmville, Va.
WIATT, ELEANOR BAYTOP.....	Teaching, Bristol, Tenn.

Professional Graduates, January, 1907.

BOISSEAU, VIVIAN TEMPERANCE.....	McKenney, Va.
CLARK, LUCRETIA VIRGINIA.....	Teaching, Jetersville, Va.
DEBAUM, THEODORIA ELIZABETH R. F. D. No. 3, Berkley Sta. Norfolk, Va.	
HOUPT, MYRTLE FERNE.....	Teaching, Chester, Va.
HUNDLEY, JULIETTE JEFFERSON.....	Farmville, Va.
MORGAN, ANTOINETTE.....	Teaching, Roanoke, Va.
PALMER, MARGARET MEREDITH.....	Kilmarnock, Va.
PIERCE, PAGE HENLEY.....	Student S. F. N. S. Farmville, Va.
REYNOLDS, PAULINE ELIZABETH.....	Teaching, Covington, Va.
SHORTER, FANNY BELLE.....	Teaching, Darlington Heights, Va.
STUBBLEFIELD, VIRGINIA EMELINE....	Student S. F. N. S. Farmville, Va.

As shown in the foregoing list, the Normal School at Farmville has sent out 729 graduates. With few exceptions they have all rendered faithful and efficient service as teachers—most of them in the common schools of the State, some in high schools and colleges. Nearly 450 are now engaged in this important work.

About 190 are married—having first taught awhile—and as intelligent *home-makers* these are now fulfilling the high mission upon which the most vital interests of the Commonwealth depend. Besides these seven hundred and more graduates, there are other hundreds who have gone out from the school without graduating, and who are doing good work in the schools and homes of Virginia.

Wherever these young women go, a high value is set upon their services; and when once a community comes to see something of the work of the Normal teacher it thenceforth is hardly satisfied with anything less. And so the demand for our teachers has far outgrown the supply.

CALENDAR-1907

1908

	S	M	T	W	T	F	S	S	M	T	W	T	F	S
JANUARY	1	2	3	4	5	6	7	8	9	10	11	12	13	14
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
FEBRUARY	1	2	3	4	5	6	7	8	9	10	11	12	13	14
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
MARCH	1	2	3	4	5	6	7	8	9	10	11	12	13	14
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
APRIL	1	2	3	4	5	6	7	8	9	10	11	12	13	14
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
MAY	1	2	3	4	5	6	7	8	9	10	11	12	13	14
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
JUNE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
DECEMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

